

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L432

OCT 03

WRITE TO PERSUADE A DECISION MAKER TO CHOOSE A COURSE OF ACTION

TRAINING SUPPORT PACKAGE



TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L432 / WRITE TO PERSUADE A DECISION MAKER TO CHOOSE A COURSE OF ACTION
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	C403, Write to Persuade a Decision Maker, Oct 00
TSP Users	600-ANCOC-TATS Advanced Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-Mail atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
158-300-0050	Write to Persuade a Decision Maker to Choose a Course of Action

This TSP
Contains

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WRITE TO PERSUADE A DECISION MAKER TO CHOOSE A COURSE OF ACTION
L432 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u> 600-ANCOC	<u>Version</u> 1	<u>Course Title</u> Advanced Noncommissioned Officer Course																		
Task(s) Taught(*) or Supported	<u>Task Number</u> 158-300-0050	<u>Task Title</u> Write to Persuade a Decision Maker to Choose a Course of Action																			
Reinforced Task(s)	<u>Task Number</u> 158-300-0010 158-300-0030	<u>Task Title</u> Write in the Army Style Brief to Inform, Persuade, or Direct																			
Academic Hours	<p>The academic hours required to teach this lesson are as follows:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Resident Hours/Methods</u></th> <th></th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">1 hr</td> <td>/ Conference / Discussion</td> </tr> <tr> <td></td> <td style="text-align: center;">1 hr</td> <td>/ Practical Exercise (Performance)</td> </tr> <tr> <td>Test</td> <td style="text-align: center;">0 hrs</td> <td></td> </tr> <tr> <td>Test Review</td> <td style="text-align: center;">0 hrs</td> <td></td> </tr> <tr> <td colspan="2">Total Hours:</td> <td style="text-align: center;">2 hrs</td> </tr> </tbody> </table>				<u>Resident Hours/Methods</u>			1 hr	/ Conference / Discussion		1 hr	/ Practical Exercise (Performance)	Test	0 hrs		Test Review	0 hrs		Total Hours:		2 hrs
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	1 hr	/ Conference / Discussion																			
	1 hr	/ Practical Exercise (Performance)																			
Test	0 hrs																				
Test Review	0 hrs																				
Total Hours:		2 hrs																			
Test Lesson Number	Testing (to include test review)	<u>Hours</u> _____	<u>Lesson No.</u> N/A																		
Prerequisite Lesson(s)	<u>Lesson Number</u> L430	<u>Lesson Title</u> The Army Writing Style																			
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.																				
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.																				

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 25-50	Preparing and Managing Correspondence	Jun 2002	
DA PAM 600-67	Effective Writing for Leaders	June 1986	
FM 101-5	Operations	May 1997	

Student Study Assignments

Before class--

- Read Student Handouts 1 thru 9

During class--

- Participate in class discussion, complete PE-2 and Homework Assignment (SH-5) successfully.

After class--

- Review all material covered in class, and prepare a memorandum that meets prescribed standards.

Instructor Requirements

1:16, SFC, ANCOC graduate, SGITC qualified.

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (SAND ALONE) WITH PAPER	1:16	1:1	No	1	No
PENS, ALCOHOL, OR WATER-BASED	1:16	1:1	No	1	No

* Before Id indicates a TADSS

**Materials
Required****Instructor Materials:**

- Standard Collegiate dictionary

Student Materials:

- Student Handouts 1 thru 9
- Pencil and paper

**Classroom,
Training Area,
and Range
Requirements**

General Instruction Building (Classroom 40x40 per 16 students)

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Prepare for class, and evaluate the student work (approximately 15 minutes per memo) and provide an opportunity for one-to-one discussion of the evaluation (approximately 15 minutes per student).

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Evans, Larry D.	GS09	Training Specialist	
Eichman, Guy A.	MSG	Chief, BNCOC/ANCOC	
Lawson, Brian H.	SGM	Chief, NCOES	
Mays, Albert J.	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference/Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Motivator

As an Army leader or member of a staff, you are required to prepare written documents to persuade a decision maker to choose a specific course of action.

This lesson will give you a better understanding of how to prepare such a document and accomplish your goal. It will focus on the subject by establishing the importance of effective communication skills within the military. Ask students if they understand the importance of leaders being able to communicate in a way that persuades others to accept their course of action. Ask students to share any experiences which they may have had with trying to persuade through their writing efforts.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

Action:	Write a Memorandum for Decision.
Conditions:	Given a task to write and evaluate a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; AR 25-50; DA Pam 600-67; FM 101-5; and a suspense date.
Standards:	Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.

Safety Requirements	None
Risk Assessment Level	Low
Environmental Considerations	<p>NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.</p> <p>None</p>
Evaluation	<p>Each student will write a memorandum for decision and deliver it to the instructor as directed. The instructor will use SH-3 to evaluate the student. The memo must obtain at least a "Satisfactory" when evaluated against the Memorandum for Decision Evaluation Performance Test form (SH-3). The memo may not be more than two typewritten pages in length. The instructor must receive it within the designated time.</p> <p>Recommended scoring: The focus of this course is Army writing. If the memo is on time and the correct length, then the basis of the evaluation is on the content, format and quality of the memo as evaluated using the standard writing evaluation form and criteria.</p> <p>SUPERIOR: Student achieves fourteen or more superior ratings out of the fifteen possible areas for the introduction, body, conclusion, and style. Students can receive no unsatisfactory ratings.</p> <p>SATISFACTORY: Student achieves eleven or more satisfactory ratings out of fifteen possible areas for the introduction, body, conclusion, and style.</p> <p>UNSATISFACTORY: Student achieves five or more unsatisfactory ratings out of fifteen possible areas for the introduction, body, conclusion, and style. Students who exceed the memorandum on time will receive an overall unsatisfactory rating.</p>

**Instructional
Lead-In**

The instructor will introduce the lesson by providing each student the instructions, the assignment, and the student handouts. Allow students the opportunity to ask questions about the materials and course requirements. Emphasize the importance of writing in a military career.

Topics for the memo are:

1. Propose a change to the unit formation time.
 2. Propose change to duration of PT sessions.
 3. Propose implementation of new PT program.
 4. Propose decentralization of training to squad or section level.
 5. Propose new environmental requirements training.
 6. Propose purchase of new office equipment.
 7. Propose software training for all office personnel in the unit.
 8. Propose implementation of extended hours for the dining facility.
-

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Develop a Memorandum for Decision.
CONDITIONS:	Given a sample memorandum for decision and a standard writing evaluation form and evaluation criteria.
STANDARDS:	Correctly apply the standard writing evaluation form to evaluate the memorandum for decision. Student comments should match at least seventy percent of the sample decision paper evaluation form responses.

1. Learning Step / Activity 1. Lesson Overview

Method of Instruction: Conference/Discussion
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio is: 1:16
Time of Instruction: 5 mins
Media: Individualized, self-paced Instruction

NOTE: The student handouts provide guidance for this lesson. The instructor should use the following lesson plan to guide the instruction. The accuracy for each of the time estimates for the learning steps/activities depends on the amount of student involvement in the class. Encourage maximum student discussion, questioning and participation.

- a. Welcome the students to the class.
- b. Give the students the course handouts (or have them pick them up as they enter class or prior to class). Quickly identify the handouts the students should have.
- c. Provide a lesson overview/outline. You may want to put the outline on the board.

Ref: AR 25-50, para 2-2 thru 2-7, FM 101-5, p D-6 thru D-8

This class, designed to help you improve your personal skills, as a writer will enhance your administrative knowledge for researching, planning, drafting, revising and finalizing military correspondence. There is one major product in the course--the memorandum for decision, which you will complete as a homework assignment. Your final product must follow the sample format provided and meet the Army writing standards as evaluated using the standard writing evaluation form, which we will discuss later in the lesson.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

2. Learning Step / Activity 2. Development of a Memorandum for Decision

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction

Instructor to Student Ratio is: 1:16

Time of Instruction: 10 mins

Media: None

NOTE: The students have a sample memorandum for decision format, a sample format for developing a memorandum for decision using the five steps of good writing, and a sample memorandum for decision (SH-9).

Ref: SH-2 thru SH-9

NOTE: To promote discussion ask if any of the students have written a memorandum designed to persuade a decision.

All of you have demonstrated your ability to communicate in writing, or you would not be in this course. In fact many of you were probably introduced to the Army writing style earlier in your career. Particularly in the “Write in Army Style”, and in the “Write to Inform”, or “Direct” courses of action. During those courses you had the opportunity to see how the Army style of writing differs from, and is similar to, the writing style that you currently use in your school or work.

As part of your student handouts, you have a sample of a memorandum for decision format (SH-9), an example that took you through the seven steps of the writing process to develop a memorandum for decision. Let’s quickly review that handout. (Give the students 2-3 minutes to get the materials out of the student handouts).

First let’s look at the memorandum for decision format (SH-9). As you can see the memorandum is exactly what its name indicates: a paper to persuade a superior to make a decision. This memo is a product, which is primarily for internal use. Normally, you will not have to complete coordination of the memorandum but there are times when you must. Sometimes the coordination is just to show support for the decisions that you are recommending. At other times, this coordination is necessary because you are proposing controversial decisions or writing about a controversial topic. Generally, memorandums for decision are coordinated internally.

NOTE: The sample format shown in SH-7 is common to many army organizations; however, you must check with your organization to determine the correct text format.

SH-7 shows how we use the seven steps of good writing to develop a decision paper. The decision paper is prepared using the following seven steps to writing effectively: Decision; Purpose; Recommendation; Background and Discussion; Impact; Coordination; and Point of Contact. A hypothetical topic is the question or issue we must address. The first thing that we must do after identifying our topic is to research the topic.

QUESTION: What are the basic rules you must consider when completing a decision paper?

ANSWER: The decision paper should be brief and to the point, containing the essential elements of information for the decision maker to understand the staff action and reach a decision.

Ref: DA Pam 600-67, FM 101-5, Annex D, p D-6

After you complete your research, you go to the next step, which is to plan your paper, and then you develop a draft, revise the draft and proof the final draft. Keeping in mind the seven steps of the decision paper in the writing process are discussed above and more completely in your reading handouts.

As you have seen, the Army writing style is just good writing. The development rules are the same as for any paper, which you might have written. When you report to your new command, one of the things you will want to get is a copy of the command writing guide, if there is one. If there is a command guide it will be a supplement to the Army regulation and will provide you guidance for any writing style issues, which may be specific to your command. The sample memorandum for decision format, which you were provided, is one, which has worked well. It is not the Army format as there is currently not an Army standard. Again, you should check with your command for guidance.

The memorandum for decision is a variation of a basic type of Army correspondence, the special purpose memorandum. Remember the purpose of the memorandum for decision is to persuade a leader to take a course of action.

CHECK ON LEARNING: Conduct a check on learning and summarize the learning activity.

3. Learning Step / Activity 3. Review Standard Writing Evaluation Form (SH-2)

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio is: 1:16
Time of Instruction: 15 mins
Media: Correspondence

To prepare you for writing the memorandum for decision using the Army writing style we discussed the importance of the seven steps of good writing when we talked about the sample memorandum for decision format. You should be familiar with these seven steps and also with how to evaluate your own writing (and that of others). I believe that you will find that learning to evaluate written products will improve your own writing skills as well as help you provide guidance to your subordinates.

NOTE: Have the students to read SH-2 and SH-3. Now talk them through each student handout. Show them how the criteria guidance explains how to evaluate each of the evaluation form components. Give them 12 minutes to review each student handout on their own.

Are there any questions about what we have covered so far?

CHECK ON LEARNING: Conduct a check on learning and summarize the learning activity

4. Learning Step / Activity 4. Evaluate a Sample Memorandum for Decision

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction
Instructor to Student Ratio: 1:16
Time of Instruction: 1 hr
Media: Correspondence

Ref: SH-2, SH-3 and SH-9

NOTE: The students have the Standard Writing Evaluation Form and Criteria (just discussed above), and a sample memorandum for decision (SH-9).

PART I of PE-2 (evaluate sample memorandum for decision) During the next 15 minutes you will evaluate a sample memorandum for decision. You can use your class notes, handout materials, or other materials to assist you in this exercise. As this is an individual PE, you will not work together on this project. Write directly on the memorandum. Make corrections wherever you see format or any other writing errors.

Remember, the format for the body of the memorandum we are using is not an Army standard but an example, which has worked well. After you complete the exercise, you will have the chance to evaluate your evaluation of the memo. Tell the students to begin. After 10 minutes, tell them they have five minutes left. If you see that the students finish early, then begin the

second part of the PE early. If they seem to need additional time, you might give them some extra minutes.

Break: Time: 00:50 to 01:00

Time: 01:00 to 01:50 (continue Learning Step/Activity 4, ELO 1)

PART II of PE-2. You are now going to take your memorandum evaluation comments and use them to complete the standard evaluation form we discussed earlier. Remember to refer to the evaluation criteria (SH-3) to help you in your evaluation. You will have 15 minutes to complete this task. (If the students take less time, adjust the schedule. If they need more, adjust the time, if possible).

PART III of PE-2 (Determine how well the student evaluated the sample memorandum for decision). Give the students the suggested solutions and give them 10 minutes to compare their responses with the handout. There is always an element of subjectivity in evaluating a written product. As you go over the components of the evaluation using the suggested solutions, encourage the students to discuss any differences they have from the suggested solutions.

You have just evaluated a sample memorandum for decision and completed the standard writing evaluation form. I am providing you a sample solutions sheet. This is just one solution. There is always a subjective component in evaluating any writing task.

You will have 10 minutes to compare your evaluation of the memorandum and your completion of the standard writing evaluation form with the sample solutions. After you have completed your comparison, we will discuss where your evaluation was different from the sample solutions and why you evaluated as you did. (Adjust the time as needed)

NOTE: Give the students 10 minutes to compare their evaluation with the sample evaluation solutions and start the discussion. Go through each part using the sample evaluation solutions as your guide and ask for comments/agreement or whatever. Do this for each component of the memorandum for decision.

CHECK ON LEARNING: Conduct a check on learning and summarize the ELO.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>15 mins</u>
Media: <u>None</u>

Check on Learning

Determine if the students have learned the material presented by soliciting student questions and explanations. Ask the students questions and correct misunderstandings.

1. Why is it important to follow the correct format in Army written communications?

ANSWER: Accept reasonable responses.

2. What is the purpose of a memorandum for decision?

ANSWER: The purpose is to persuade a leader to take a course of action.

Ref: SH-7 (FM 101-5), SH-8 and SH-9

Review / Summarize Lesson

Review the seven steps in the writing process and reemphasize the importance of clear communications. Restate the terminal learning objective (TLO).

Ref: AR 25-50, para 2-2 thru 2-7

SECTION V. STUDENT EVALUATION

Testing Requirements

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

Each student will write a memorandum for decision and deliver it to the instructor as directed. The instructor will use SH-3 to evaluate the student. The memo must obtain at least a "Satisfactory" when evaluated against the Memorandum for Decision Evaluation Performance Test form (SH-3). The memo may not be more than two typewritten pages in length. The instructor must receive it within the designated time.

Recommended scoring: The focus of this course is Army writing. If the memo is on time and the correct length, then the basis of the evaluation is on the content, format and quality of the memo as evaluated using the standard writing evaluation form and criteria.

SUPERIOR: Student achieves fourteen or more superior ratings out of the fifteen possible areas for the introduction, body, conclusion, and style. Students can receive no unsatisfactory ratings.

SATISFACTORY: Student achieves eleven or more satisfactory ratings out of fifteen possible areas for the introduction, body, conclusion, and style.

UNSATISFACTORY: Student achieves five or more unsatisfactory ratings out of fifteen possible areas for the introduction, body, conclusion, and style. Students who exceed the memorandum on time will receive an overall unsatisfactory rating.

Feedback Requirements

None

Appendix A Viewgraph Masters (N/A)

Appendix B Test(s) and Test Solution(s) (N/A)

Appendix C Practical Exercises and Solutions

PRACTICAL EXERCISE SHEET PE-1

Title	Writing Quiz						
Lesson Number/Title	L432 version 1 / WRITE TO PERSUADE A DECISION MAKER TO CHOOSE A COURSE OF ACTION						
Introduction	<p>The following items will test your grasp of the material covered in the Writing Guide (SH-4). There is only one correct answer for each item. When you complete the exercise, check your responses against the answer key that follows. If you answer any item incorrectly, study that part of the lesson, which contains the portion involved.</p>						
Motivator	<p>This practical exercise will help you determine those areas of this lesson that you may need to review before preparing your graded memorandum for decision.</p>						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table><tr><td>Action:</td><td>Write a Memorandum for Decision.</td></tr><tr><td>Conditions:</td><td>Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; AR 25-50; DA Pam 600-67; FM 101-5, and a suspense date.</td></tr><tr><td>Standards:</td><td>Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.</td></tr></table>	Action:	Write a Memorandum for Decision.	Conditions:	Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; AR 25-50; DA Pam 600-67; FM 101-5, and a suspense date.	Standards:	Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.
Action:	Write a Memorandum for Decision.						
Conditions:	Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; AR 25-50; DA Pam 600-67; FM 101-5, and a suspense date.						
Standards:	Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.						
Safety Requirements	None						
Risk Assessment Level	Low						

Environmental Considerations	None
Evaluation	None
Instructional Lead-In	None
Resource Requirements	Instructor Materials: <ul style="list-style-type: none"> • TSP • Student Handouts Student Materials: <ul style="list-style-type: none"> • Student Handouts • Writing Guide • Writing paper, pen or pencil
Special Instructions	None
Procedures	

The following items will test your grasp of the material covered in the writer's guide. There is only one correct answer for each item. When you complete the exercise, check your responses against the answer key that follows. If you answer any item incorrectly, study that part of the lesson, which contains the portion involved.

Read the following statements and underline the correct answer from the choices that follow.

1. Which of the following obscures or loses part of the substance of the sentences?

- A. Active voice
- B. Passive voice
- C. Indicative mood
- D. Subjunctive mood.

2. If the subject of a sentence is performing the action, the sentence is in which of the following?

- A. Active voice
- B. Normal Order
- C. Passive voice
- D. Inverted order

3. Which of the following statements is true?
- A. The active voice hides the "doer."
 - B. The passive voice identifies the "doer."
 - C. The passive voice usually requires more words.
 - D. The active voice usually isolates the receiver of the action.
4. Which of the following sentences meets the Army standard for military writing?
- A. We are wasting paper in this office.
 - B. This office has determined that the amount of paper being used by personnel is wasteful.
 - C. It has come to my attention that this office is using and wasting excessive amounts of paper.
 - D. In this office we have concluded that excessive amounts of paper are being used and wasted.
5. What is the Army writing Standard?
-
-
6. You are to identify which of the following sentences are active voice and which are passive voice. If the sentence is passive voice, revise it so that it is active voice. Remember passive tense is not the same as passive voice.
- A. I have been sent to the store.

 - B. I went to the store.

 - C. Your food was eaten.

 - D. The road march was required by the unit leader.

 - E. The book is required by the teacher.

7. Ultimately, who or what determines whether or not your writing is acceptable and in accordance with Army standards?
-
-

**Feedback
Requirements**

None

**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

Title Writing Quiz

Correct Item and Feedback

1. B Passive voice.
 Passive voice obscures or loses part of the substance (the actor) of a sentence. When you use passive voice, the receiver of the action becomes the subject of the sentence; and the actor appears in a prepositional phrase after the verb. (SH-4-11)
2. A Active voice.
 In the active voice the subject of the sentence is the "doer" of the action. Active voice is more direct, more emphatic, and leaves the reader without ambiguity as to who performed or will perform the action. (SH-4-11)
3. C The passive voice usually requires more words.
 Sentences which use the passive voice are generally longer because the "doers" is tacked on at the end of the sentence, usually in a prepositional phrase such as "by the soldier. Compare "The report is required to be reviewed and properly annotated by the soldier" (13 words) to "The soldier must review and properly annotate the report" (9 words). (SH-4-11)
4. A We are wasting paper in this office.
 Answer A uses the personal pronoun „we," uses active voice, clearly assigns and accepts responsibility, and uses a direct, simple style. All other possible answers are more elaborate and indirect, and answers B and D also use the passive voice. (SH-4-2)
5. What is the Army writing standard? Understandable in a single rapid reading and generally free of errors in grammar, mechanics, and usage. (SH-4-2 and SH 4-8)
6. You are to identify which of the following sentences are active voice and which are passive voice. If the sentence is passive voice, revise it so that it is active voice. Remember passive tense is not the same as passive voice. (SH-4-11)
 - A. I have been sent to the store. PASSIVE VOICE (BEEN and SENT). I WENT TO THE STORE.
 - B. I went to the store. ACTIVE VOICE.
 - C. Your food was eaten. PASSIVE VOICE (WAS AND EATEN). I ATE YOUR FOOD.
 - D. The road march was required by the unit leader. PASSIVE VOICE (WAS REQUIRED) THE UNIT LEADER REQUIRED THE ROAD MARCH.
 - E. The book is required by the teacher. PASSIVE VOICE (IS REQUIRED) . THE TEACHER REQUIRED THE BOOK.

7. Ultimately, who or what determines whether or not your writing is acceptable and in accordance with Army standards? AR 25-50 is the standard; however, the commander may give specific guidance, which adds to guidance in the regulation. A good example of this is the memorandum for decision format shown in FM 101-5. Follow your commander's guidance when so directed.

PRACTICAL EXERCISE SHEET PE-2

Title	In-Class Memorandum						
Lesson Number/Title	L432 version 1 / WRITE TO PERSUADE A DECISION MAKER TO CHOOSE A COURSE OF ACTION						
Introduction	The following exercise will test your grasp of the material covered in the Writing Guide.						
Motivator	This practical exercise will help you determine those areas of this lesson that you may need to review before preparing your graded memorandum for decision.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table><tr><td>Action:</td><td>Write a Memorandum for Decision.</td></tr><tr><td>Conditions:</td><td>Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; a sample standard writing evaluation form; and a sample standard writing evaluation criteria; AR 25-50; DA Pam 600-67; FM 101-5; and a suspense date.</td></tr><tr><td>Standards:</td><td>Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.</td></tr></table>	Action:	Write a Memorandum for Decision.	Conditions:	Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; a sample standard writing evaluation form; and a sample standard writing evaluation criteria; AR 25-50; DA Pam 600-67; FM 101-5; and a suspense date.	Standards:	Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.
Action:	Write a Memorandum for Decision.						
Conditions:	Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; a sample standard writing evaluation form; and a sample standard writing evaluation criteria; AR 25-50; DA Pam 600-67; FM 101-5; and a suspense date.						
Standards:	Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	None						

**Instructional
Lead-In**

None

**Resource
Requirements****Instructor Materials:**

- TSP
- Student Handouts

Student Materials:

- Student Handouts
 - Writing Guide
 - Writing paper, pen or pencil
-

**Special
Instructions**

None

Procedures

The following items will test your grasp of the material covered in the writing guide. When you complete the exercise, check your responses against the corrected memorandum that follows. Have in mind that the corrected memorandum is not the only way to correct discrepancy. However, you must identify all errors in grammar, spelling, passive voice, sentence length and the main point must be up front.

Review the following memorandum and ensure that it follows the sample format given in Student Handout 9, underline all errors that you identify, state what the error is and provide a correction.

MEMORANDUM THRU Commander, TRADOC
 CSM, FORSCOM
 Commander, FORSCOM

FOR Chief of Staff, Army,

SUBJECT: Leadership for 2000

1. FOR DECISION:

2. PURPOSE: To obtain the Chief of Staff's decision on the Army's definition of leadership.

3. RECOMMENDATION: That the problem by defining leadership be resolved by the Chief of Staff as the process of creating, maintaining, and evolving meanings in a collective context.

4. BACKGROUND AND DISCUSSION:

a. BACKGROUND. Leadership has been examined by the Army in terms of the exercise of influence or the production of motivation or both. However, this definitions fail to adequately define leadership. Neither influence or motivations completely define these characteristics of leadership; they arise from the creating of meaning. Goals, direction, and structure have also been used to define leadership. These also fail because they are the media through which we create meaning.

b. FACTS.

(1) Leadership works in a context of collectivity.

(2) Leadership is influenced through the nature of the collective experience; often it is specific to the collective experience.

(3) Leadership requires that the collective experience first be constituted.

c. Criteria. The group, it's membership, and the environment in which it functions must be considered by any definition of leadership.

d. Alternatives.

(1) Define leadership in terms of the exercise of influence.

(2) Define leadership in terms of production of motivation.

(3) Define leadership is the process of creating, maintaining, and evolving meanings in a collective context.

e. Comparison Alternatives.

(1) *Leadership is the exercise of influence over the organization.* This definition sees leadership as dependent on the situation. The designated leader role may then flow from member to member. But this still does not define what we mean by leadership. It only defines the social and personal value of leadership.

(2) *Leadership is production of motivation.* This definition indicates that leadership depends on the situation and the skills of the designated leader to motivate the members to perform any given task. This definition tells us something about what the leader does, but it fails to define leadership.

(3) *Leadership in terms of the process of creating, maintaining, and evolving meanings in a collective context.* This definition indicates that leadership is the communal counterpart of the deeply personal process of understanding ourselves and our place in the world while connecting individuals to larger contexts such as groups, organizations, communities, nations, and societies. In its many forms and ways of working, leadership holds humans together by providing interpretive structures and enduring values. Leadership is meaning making in collective experience.

5. IMPACT. No impact on resource funding.

6. COORDINATION.

COMMANER, TRADOC	CONCUR/NONCONCUR _____	DATE: _____
CSM, FORSCOM	CONCUR/NONCONCUR _____	DATE: _____
COMMANDER, FORSCOM	CONCUR/NONCONCUR _____	DATE: _____
SMA	CONCUR/NONCONCUR _____	DATE: _____

7. Point of Contact for this action is CSM Leader, Headquarters, TRADOC, 879-8869.

I.M. LEADER
CSM, USA
Command Sergeant Major

SOLUTION FOR PRACTICAL EXERCISE PE-2

Title In-class Memorandum

ABCD

1 October 1999

MEMORANDUM THRU

COMMANDING GENERAL, HEADQUARTERS, US ARMY FORCES COMMAND, 1777 HARDEE AVE,
SW, FT MCPHERSON, GA 30330-1062
COMMANDING GENERAL, HEADQUARTERS, US ARMY TRAINING AND DOCTRINE COMMAND,
183 MCNAIR DR, FT MONROE, VA 23651-5000
SERGEANT MAJOR OF THE ARMY, 1001 ARMY PENTAGON, WASHINGTON, DC 20310-1001
COMMAND SERGEANT MAJOR, HEADQUARTERS, US ARMY FORCES COMMAND, 1777 HARDEE
AVE, SW, FT MCPHERSON, GA 30330-1062

FOR CHIEF OF STAFF, US ARMY, WASHINGTON, DC 20310-1001

SUBJECT: Leadership for 2000

1. FOR DECISION:
2. PURPOSE: To obtain the Chief of Staff's decision on the Army's definition of leadership.
3. RECOMMENDATION: That the problem by (of) defining leadership be resolved (PV) by the Chief of Staff as the process of creating, maintaining, and evolving meanings in a collective context.

APPROVED _____ DISAPPROVED _____ SEE ME _____

4. BACKGROUND AND DISCUSSION:

a. BACKGROUND. Leadership has been examined (PV) by the Army in terms of the exercise of influence or the production of motivation or both. However, this (SP) definitions fail to adequately define leadership. Neither influence nor motivation our (SP) defining characteristics of leadership; they arise from the creating of meaning. Goals, direction, and structure have also been used (PV) to define leadership. These also fail because they are the media through which we create meaning.

b. FACTS.

- (1) Leadership works in a context of collectivity.
- (2) Leadership is influenced (PV) through the nature of the collective experience; often it is specific to the collective experience.
- (3) Leadership requires that the collective experience first be constituted (PV).

c. Criteria. The group, it's (GR) membership, and the environment in which it functions must be considered (PV) by any definition of leadership.

d. Alternatives.

(1) Define leadership in terms of the exercise of influence.
ABCD
SUBJECT: Leadership for 2000

(2) Define leadership in terms of production of motivation.

(3) Define leadership as the process of creating, maintaining, and evolving meanings in a collective context.

e. Comparison Alternatives.

(1) *Leadership is the exercise of influence over the organization.* This definition sees leadership as dependent on the situation. The designated leader role may then flow from member to member. This approach only defines the social and personal value of leadership.

(2) *Leadership is production of motivation.* This definition indicates that leadership depends on the situation and skills of the leader to motivate the members to perform any given task. This definition tells us what the leader does, but fails to define leadership.

(3) *Leadership in terms of the process of creating, maintaining, and evolving meanings in a collective context.* This definition indicates that leadership is the process of understanding ourselves and our place in the world while connecting individuals to groups, organizations, communities, nations, and societies. Leadership holds humans together by providing interpretive structures and enduring values. Leadership is making meaning in collective experience.

5. IMPACT. No impact on resource funding.

6. COORDINATION.

CG, FORSCOM	CONCUR/NONCONCUR: _____	DATE: _____
CG, TRADOC	CONCUR/NONCONCUR: _____	DATE: _____
SMA, WASH, DC	CONCUR/NONCONCUR: _____	DATE: _____
CSM, TRADOC	CONCUR/NONCONCUR: _____	DATE: _____

7. Point of Contact for this action is CSM Leader, Headquarters, TRADOC, 879-8869.

I.M. LEADER
CSM, USA
Command Sergeant Major

HANDOUTS FOR LESSON 1: L432 version 1

This Appendix Contains This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 thru SH-1-3
SH-2, Standard Writing Evaluation Form	SH-2-1 thru SH-2-2
SH-3, Standard Writing Evaluation Criteria	SH-3-1 thru SH-3-2
SH-4, Table of Writing Guides	SH-4-1 thru SH-4-31
SH-5, Student Homework Assignment	SH-5-1 thru SH-5-2
SH-6, Extract from AR 25-50	SH-6-1
SH-7, Extract from FM 101-5	SH-7-1
SH-8, Extract from DA PAM 600-67	SH-8-1
SH-9, Extract from TSP 158-F-0050	SH-9-1 thru SH-9-5

Student Handout 1

This student handout contains Advance Sheet.

HANDOUTS FOR LESSON 1: L432 version 1

Advance Sheet

Lesson Hours	This lesson consists of two hours of small group instruction.
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Overview You have been given a requirement to prepare a written document to persuade a decision-maker to choose a course of action. You have access to information about the topic, AR 25-50 and standard office references and materials. Your document must display adequate research and logic to persuade the decision-maker to choose a course of action. It must comply with Army writing standards, i.e., it must “transmit a clear message in a single, rapid reading and be generally free of errors in grammar, mechanics, and usage.” It must receive at least a “Standard” evaluation using the standard writing evaluation form and criteria. Your written document will be provided to the instructor within the time requirement, be no more than two single-spaced typed pages in length, and be complete (i.e. include any necessary attachments to support the recommendation put forth).

TLO Terminal Learning Objective (TLO)

Action:	Write a Memorandum for Decision
Conditions:	Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision AR 25-50 and a suspense date,
Standards:	Prepared a memorandum for decision that displays adequate research and logic to persuade a decision-maker to choose a course of action. It must comply with Army writing standards i.e. it must “transmit a clear message in a single rapid reading and be generally free of errors in grammar, mechanics, and usage.” It must receive at least a “Standard” evaluation using the standard writing evaluation form and criteria, be provided to the instructor within the time requirement, be no more than two typewritten pages in length.

Learning Objectives **ELO A** Development a Memorandum for Decision.

Assignments

- Read AR 25 -50 para 2-1 thru 2-7.
- Study student handouts.

**Additional
Subject Area
Resources**

None

Bring to Class

- Pen or pencil
 - Writing paper
-

Student Handout 2

This student handout contains one page of Memorandum for Decision Evaluation Criteria.

MEMORANDUM FOR DECISION EVALUATION CRITERIA

RATED AREA	SUPERIOR	SATISFACTORY	UNSATISFACTORY
INTRODUCTION			
SUBJECT	DESCRIPTIVE AND GRABS READERS ATTENTION	STATES THE PURPOSE IN GENERAL TERMS	NO SUBJECT OR TOO BROAD
PURPOSE	STATES THE TOPIC AND GAINS THE READERS INTEREST	STATES THE PURPOSE IN GENERAL TERMS	UNRELATED TO THE TOPIC
RECOMMENDATION	COMPELLING	FOCUSED	OMITTED OR VAGUE
BODY			
BACKGROUND	CLEAR ANALYSIS	RELEVANT BUT DOES NOT SHOW SUPPORT TO THE PURPOSE	NOT RELATED TO THE PROBLEM IDENTIFIED IN THE INTRODUCTION
FACTS	FACTS AND ANALYSIS SUPPORT PURPOSE	GIVES FACT OR OPIONS WITH LITTLE OR NO ANALYSIS	OMITTED SOURCES OF INFORMATION
CONCLUSION			
IMPACT	GIVES CLEAR DISCUSSION OF BOTH OUTCOMES OF THE IMPACT	DOES DISCUSS BOTH OUTCOMES OF THE IMPACT	DOES NOT DISCUSS BOTH OUTCOMES
COORDINATION	COORDINATION CLEARLY PRESENTED	SHOWS COORDINATION BUT NOT COMPLETE	NONE
POC	POINT OF CONTACT IS CLEAR AND PRECISE	GIVES POINT OF CONTACT BUT INCOMPLETE DATA	NONE
STYLE			
FORMAT	NO ERRORS	FEW ERRORS	NUMEROUS ERRORS
WORD CHOICE	WORD CHOICE AT APPROPRIATE LEVEL	SOME JARGON, ADEQUATE WORD CHOICE	OVER USE OF JARGON, VAGUE
SENTENCES	WRITTEN TO EXPRESS COORDINATION AND PROPER USE OF PASSIVE VOICE	EFFECTIVE USE OF SUBORDINATIONA AND COORDINATION	TOO LONG OR TOO SHORT SENTENCES, EXCESSIVE PASSIVE VOICE
PARGRAPHS	PROPRE LENGTH, CLEAR FOCUS OF TOPIC	FOCUSED AND CONCISE	TOO LONG FOR FOCUS
GRAMMAR	ONLY ONE OR TWO ERRORS	VERY FEW GRAMMAR ERRORS	NUMEROUS ERRORS, MADE READING HARD
SPELLING	NO MISSPELLINGS, NO CAPITALIZATION ERRORS	ONE OR TWO MISSPELLED WORDS OR CAPITALIZATION ERRORS	NUMEROUS MISSPELLED WORDS, POOR CAPITALIZATION
TURNED IN ON TIME	IF NOT TURNED IN ON TIME THE STUDENT WILL RECEIVE AN OVERALL UNSAT		
IS OF CORRECT LENGTH	IF MEMORANDUM EXCEEDS 2 PAGES THE STUDENT WILL RECEIVE AN OVERALL UNSAT		

Student Handout 3

This student handout contains two pages--Memorandum for Decision Evaluation
Performance Test.

STUDENT HANDOUT 3 MEMORANDUM FOR DECISION EVALUATION PERFORMANCE TEST			
STUDENT NAME:		CLASS	
EVALUATOR NAME:		DATE:	
		OVERALL EVALUATION SUPERIOR SAT UNSAT () () ()	
		RATING RECEIVED SUPERIOR SAT UNSAT	
INTRODUCTION			
SUBJECT		()	() ()
PURPOSE		()	() ()
RECOMMENDATION		()	() ()
BODY			
BACKGROUND AND DISCUSSION		()	() ()
CONCLUSION			
IMPACT		()	() ()
COORDINATION		()	() ()
POC		()	() ()
STYLE			
FORMAT		()	() ()
WORD CHOICE		()	() ()
SENTENCES		()	() ()

STUDENT HANDOUT 3 MEMORANDUM FOR DECISION EVALUATION PERFORMANCE TEST
--

	SUPERIOR	SAT	UNSAT
--	----------	-----	-------

STYLE, cont

PARAGRAPHS	()	()	()
------------	-----	-----	-----

GRAMMAR	()	()	()
---------	-----	-----	-----

PUNCTUATION	()	()	()
-------------	-----	-----	-----

SPELLING	()	()	()

TURNED IN ON TIME
(YES/NO)
(IF NOT TURNED IN ON TIME IS AN OVERALL UNSAT)

MEMORANDUM IS CORRECT LENGTH (YES/NO) (OVER 2 PAGES IN LENGTH IS OVERALL UNSAT)	<hr/>
--	-------

STUDENT'S SIGNATURE _____

EVALUATOR'S SIGNATURE

Student Handout 4

Extract from TSP, 158-000-000, Write to Persuade a Decision Maker to Choose a Course of Action

This Student Handout Contains

This student handout contains 31 pages of extracted material from TSP, 158-000-000, Write to Persuade a Decision Maker to Choose a Course of Action.

Writing Guide #1: Writing Effectively	SH-4-2
Writing Guide #2: Steps in the Writing Process	SH-4-3 thru SH-4-5
Writing Guide #3: The Process and the Elements	SH-4-6 and SH-4-7
Writing Guide #4: Writing Simply	SH-4-8 thru SH-4-10
Writing Guide #5: Active and Passive Voice	SH-4-11 and SH-4-12
Writing Guide #6: Person in Pronouns	SH-4-13 and SH-4-14
Writing Guide #7: Transitional Markers	SH-4-15 and SH-4-16
Writing Guide #8: The Joining of Sentences	SH-4-17
Writing Guide #9: Expressing Subordinate Relationships	SH-4-18
Writing Guide #10: Capitalization	SH-4-19 thru SH-4-22
Writing Guide #11: Punctuation -- The Comma	SH-4-23 and SH-4-24
Writing Guide #12: Punctuation -- The Colon and the Semicolon	SH-4-25 and SH 4-26
Writing Guide #12: Punctuation -- The Apostrophe, The Dash, The Hyphen, and Italics	SH-4-27 thru SH-4-29
Writing Guide #13: Punctuation -- Quotation Marks	SH-4-30 and SH-4-31

Disclaimer: The training developer downloaded this extract from the General Reimer Training and Doctrine Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

WRITING EFFECTIVELY:
Hints and Helpful Guidance for the Army Writer
Writing Guide #1

Clear communication of information and directions makes the Army effective. In carrying out your military duties, you will write various types of correspondence. This student guide will help you become an effective Army writer.

ARMY WRITING STYLE

General Summary

Following the components of the Army writing style will lead you to write to Army standard. The Army standard is stated as "transmits a clear message in a single rapid reading and is generally free of errors in grammar, mechanics, and usage." A general summary of the Army writing style is below:

1. Put the recommendation, conclusion or reason for writing -- the bottom line" -- in the first or second paragraph, not at the end.
2. Use the active voice.
3. Use short sentences (an average of 15 or fewer words).
4. Use short words (three syllables or fewer).
5. Write paragraphs that average 6 to 7 sentences in length.
6. Use correct spelling, grammar, and punctuation.
7. Use "I," "you," and "we" as subjects of sentences instead of "this office," "this headquarters," "all individuals," and so forth for most kinds of writing.
8. Retype correspondence only when pen and ink changes are not allowed, when the changes make the final product look sloppy, or when the correspondence is going outside DA or to the general public. In general, do not retype correspondence to make minor corrections.

Learning to accurately use the various components of the Army writing style correctly will help you learn to write using the Army writing standard

STEPS IN THE WRITING PROCESS

Writing Guide #2

All writing follows the same basic steps regardless of whether you are writing for the Army or writing a research paper. The following steps will help you develop a well-thought out and well-written product.

- Step 1. RESEARCH
- Step 2. PLAN
- Step 3. PREPARE A DRAFT
- Step 4. REVISE YOUR DRAFT
- Step 5. PROOF

1. **STEP 1: RESEARCH**. Research is the gathering of ideas and information. This is the step where you answer the “who, when, where, what, how, of the issue.” Since we gather information in different ways, you must find the system which best suits you and your task. This means that as you gather ideas, you must keep in mind both your purpose and your audience. Gather as many ideas as you can. Use all possible sources. It is easier to throw out ideas that you don’t need than it is to go back and do more research. Once you have the ideas you need, you will continue to the planning stage.

Suggested Actions

- a. Collect as much information as possible about the subject.
 - (1) Record the information you collect about the subject.
 - (2) Sources of information include
 - (a) The library.
 - (b) People who are subject matter experts.
 - (c) Regulations, journals, etc.
- b. Make detailed notes.
- c. Determine your audience.
- d. Organize your notes into a system that works for you. (color code or number, etc.)
- e. Clarify the purpose of your writing.
- f. Produce a trial controlling idea.

2. **STEP 2: PLAN**. The planning step is where you take all the information you’ve gathered and put it into a logical order. Start by placing your ideas into groups. Then order your groups in the way that best supports your task. The product that results is the outline. From this ordering, develop a controlling idea. A controlling idea is a single declarative sentence, which presents both your topic and your position about that topic. Below is an example of a controlling idea:

Prepare this year's majors
topic
better than last year's.
position

Once you have the developed the controlling idea, add your supporting paragraphs. What you have is a rough plan or outline. Now you're ready to write your first draft.

Suggested Actions

- a. Develop you outline
 - (1) Develop your controlling idea.
 - (2) Develop the major parts/ideas.
 - (3) Develop minor parts/ideas.
 - (4) Write out an introduction
 - (5) Write a draft conclusion
- b. Determine the format

3. **STEP 3. DEVELOP A DRAFT.** The draft is the bridge between your idea and the expression of it. Write your draft quickly and concentrate only on getting your ideas down on paper. Don't worry about punctuation and spelling. Use your outline to develop your draft. State your controlling idea (the bottom line) early and follow the order you've already developed. When you have the ideas down and you're satisfied with the sequence, you need to put the product into the correct Army writing format. This may result in your rewriting sections of your draft so that it fits the appropriate Army format. After you complete the formatting of your draft, put it aside. It is a good idea to get away from the paper for a while before you start to revise.

Suggested Actions

- a. Use your outline to write your first draft
- b. Put the draft into the correct Army writing format. (You may have to rewrite sections to fit the format.)
- c. Put the paper aside before you begin the revision.

4. **STEP 4. REVISE THE DRAFT.** Revising is looking at the material through the eyes of your audience. Read the paper as if you have never seen it before. Find where you need to put in transitions; look for places that need more evidence. This will help you decide if you need to add enclosures or add information depending on the type of written product you are developing. You now revise your draft making the changes you've noted.

Suggested Actions

- a. Make sure that your material is correct and stated accurately.
- b. Make sure that your paper can be easily understood in a “single rapid reading” and is written in the Army style. (see additional segments in your reading handouts for style and correctness guidance.)
- c. Make sure that the paper follows the correct format.

5. **STEP 5. PROOF.** Now you are ready to proof your draft. At this point concentrate on the format, grammar, mechanics, and usage. You may want to have someone else read it. Sometimes others can find errors you can't because you are too close to the product. When you finish, write the final version, making the corrections. Your product is now complete.

Suggested Actions

- a. Make corrections.
- b. Ask another person to proofread it.
- c. Write the final version.

THE PROCESS AND THE ELEMENTS

Writing Guide #3

<i>ELEMENTS</i>	<i>PROCESS</i>	<i>STANDARD</i>
SUBSTANCE ORGANIZATION	Step 1 - RESEARCH Step 2 - PLAN Step 3 - DRAFT	Transmits a clear message in a single rapid reading...
STYLE CORRECTNESS	Step 4 - REVISE Step 5 - PROOF	...generally free of errors in grammar, mechanics, and mechanics

This chart shows the elements of communication, the 5-step writing process, and their relationship to each other and the Army standard. The discussion below elaborates on the elements and the steps in the writing process and explains how they help you to achieve the Army standard.

THE ELEMENTS

The chart shows the elements of communication in order of their importance.

Substance is the most important of the elements. Substance includes your controlling idea and the support for it. It is the total concept you want to present. A good idea can survive mechanical flaws, but perfect spelling and grammar can't save poor ideas.

Organization comes next. Organization is the pattern you use to pre-sent your idea and support. There is no single way to present ideas. You must decide which organizational pat-tern best communicates your ideas. Poor organization can obscure good ideas.

Style, the third element, is how you present your material. It has to do with concerns such as formats, vocabulary, and packaging. For more information on the style that the Army requires, see Writing Guide I.

Correctness, the last element, is what most people think of when you ask them what good writing is--grammar, spelling, punctuation, and the other mechanical devices writers use. Correctness is important because errors can distract a reader from the ideas in the paper.

THE PROCESS

Step 1 -- Research is the gathering of ideas. People gather ideas in different ways, so you must find the one, which best suits you and your task. This means that as you gather ideas, you must keep in mind both your purpose and your audience.

Gather as many ideas as you can. It's easier to throw out the ideas you don't need than it is to go back and do more research. Once you have the ideas you need, go on to planning.

Step 2 -- Planning is the step in which you take all the information you've gathered and put it into a logical order. Start by placing your ideas into groups. Then order your groups in the way that best supports your task.

From this ordering, develop a controlling idea. A controlling idea is a single declarative sentence, which presents both your topic and a position about that topic.

Third Brigade's readiness
Topic
is the best it's been in ten years.
Position

Once you have the controlling idea, add your support paragraphs and an introduction (if needed) and a conclusion (if needed). What you have is a rough plan or outline. Now you're ready to write your first draft.

Step 3 -- Drafting is an important step. The draft is the bridge between your idea and the expression of it. Write your draft quickly and concentrate only on getting your ideas down on paper. Don't worry about punctuation and spelling errors.

Use your plan. State your controlling idea (the bottom line) early and follow the order you've already developed. When you have the ideas down and you're satisfied with the sequence, put the paper aside. You've finished the draft, and you need to get away from the paper for a while before you start to revise.

Step 4 -- Revising is looking at the material through the eyes of your audience. Read the paper as if you have never seen it before. Find where you need to put in transitions; look for places that need more evidence.

Then write another draft making the changes you've noted and using a simple style. Package the material so it's easy to read by using short paragraphs and labels (if necessary).

Step 5 -- Proof. Now you're ready to proof the draft. At this point, forget about substance, organization, and style; concentrate on grammar, mechanics, and usage. You may want to have someone else read the paper, too. Sometimes other people can find errors you can't because you're too close to the problem.

When you finish, write the final draft, making the corrections. Mission accomplished.

NOTE: I called the final paper a final draft because, as a good editor once said, "You never finish revising; you just run out of time."

THE ARMY STANDARD

The relationship of the elements and the process to the Army standard should be apparent now. A writer achieves quality, substance, and organization through research and planning. These elements ensure understanding and rapid reading.

Likewise, style and correctness, achieved through revision and proofing, ensure the material is generally free of errors.

The important things to remember are these: each of the elements depends on the others, the steps in the process are cyclical and function most effectively as a whole, and "good reading is... hard writing." (Hemingway)

Together, substance and organization have the most direct effect on the understandability of a paper. A clear, well-supported idea with an effective organization communicates. A faulty idea, faulty support, or faulty organization can defeat communication.

WRITING SIMPLY

Writing Guide #4

BACKGROUND

Too much writing doesn't do what it's supposed to communicate. Writers often have other agendas, which supersede communicating: they want to impress their readers with their vocabulary, or they believe they must follow some "official" style.

WRONG!

THE CLEAR WRITING STANDARD

Good writing transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage. This is also the Army writing standard.

If you want to meet this standard, write simply. Adopt a conversational style.

WRITE THE WAY YOU SPEAK

There are three ways to do this--use personal pronouns, use contractions, and use the active voice.

Personal pronouns make writing personal. Look at the two samples below.

1. I'm responsible.
2. The undersigned official assumes responsibility.

The first version is conversational and communicates rapidly. Do you know anyone who talks like the second version? Neither do we.

When you're referring to yourself, use "I" or "me." When referring to your group or company, use "we" or "us." Use "you" for the person you're talking to--just like you do in conversation. Also you should use the other personal pronouns such as "my," "your," "yours," "they," etc.

Contractions are part of our everyday language. Use them when you write. Don't force them in your writing, let them happen naturally. Negative contractions can be especially useful in softening commands and making it harder for the reader to miss your meaning.

Use the active voice when you write rather than the passive. If you want more information on active and passive voice, see Writer's Guide Number 5.

OTHER WAYS TO SIMPLIFY WRITING

Use jargon, including acronyms, carefully. Jargon and acronyms communicate only to those who understand them. Everyone else is lost.

If you're in doubt, use everyday words (even if this means using more words), and spell out acronyms on first use. It's better to use more words than confuse your reader.

Use simpler language. Why say "at this point in time" when you could say "now"? Is "utilize" really better than "use."

Simpler is better.

USE THE HELP AVAILABLE

Ask your coworkers. Show your material to someone who hasn't seen it before. Ask them if the material is easy to understand. Ask them if you left anything out. The danger here is that friends and coworkers are sometimes reluctant to tell you what they really think. They don't want to hurt your feelings.

Search out honest feedback and use it to improve your writing. Don't take offense at what someone tells you because you'll not get honest feedback anymore.

Another way to review your work is to set it aside for a while. Work on something else, and let your brain "cool off" on that subject. You'll break the mindset you've been working with and be able to take a fresh look at the paper

THE CLARITY INDEX

The clarity index is a measure of the ease or difficulty of reading a piece of writing. The process is mechanical and objective.

1. Take a sample of the writing (not over one page) and count the number of words.
2. Count the number of sentences.
3. Divide the number of words by the number of sentences. The result will be the number of words per sentence.

words/sentences = words per sentence)

4. Count the number of long words (three or more syllables) in the sample.
5. Divide the number of long words by the total number of words to get the percentage of long words.

$$\text{(long words/total words = percent of long words)}$$

6. Finally, add the words per sentences and the percentage of long words. The sum is the clarity index
(wps + percent of long words = clarity index)

The target clarity index is 30. If your clarity index is below 25, your writing is probably choppy. If the clarity index is over 35, most people will have difficulty reading it rapidly.

Base the clarity index is based on the length of words and sentences, you can raise the index number by combining sentences. By joining sentences, you will not only smooth out the chopiness but also show a better relationship between ideas.

Likewise, to lower the number, use shorter, simpler words and break up long sentences.

As you can tell, the process of running a clarity index is time-consuming. You won't have time to run one on every piece of your writing.

But, on those occasions when a piece of writing (yours or someone else's) seems particularly hard to read, try running a clarity index. Chances are the index will be off one way or the other.

ACTIVE AND PASSIVE VOICE

Writing Guide #5

DESCRIPTION

Active Voice occurs when the subject of the sentence does the action.

actor action
John will load the trailer.

Passive Voice occurs when the subject of the sentence receives the action.

receiver action
The trailer will be loaded by John.
actor

PROBLEMS WITH PASSIVE

The style of writing which the Army adopted in 1984, requires writers to use active voice whenever possible.

1. Passive voice obscures or loses part of the substance (the actor) of a sentence. When you use passive voice, the receiver of the action becomes the subject of the sentence; and the actor appears in a prepositional phrase after the verb.

Worse yet, you can leave the actor out completely and still have a good English sentence. This means you have eliminated part of the substance.

subject verb actor
Calisthenics were conducted by the Coach.
(Calisthenics is not the actor.)

subject verb
Your pay records were lost. (No actor.)

2. Passive voice is less conversational than active voice. Therefore, it is less natural when someone reads it.

Passive: A drink of water is required by me.

Active: I need a drink of water.

3. Passive voice is less efficient than active voice. Active writing usually requires fewer words to get the same message to your audience. The number of words saved per sentence may seem small, but when you multiply that savings by the number of sentences in a paper, the difference is much more significant.

Passive: The letter was typed by Cheryl. (6 words)

Active: Cheryl typed the letter. (4 words - a 33 percent reduction)

IDENTIFYING PASSIVE VOICE

You can locate passive voice in your writing in much the same way a computer would. Look for a form of the verb "to be" (am, is, are, was, were, be, being, or been) followed by a past participle verb (a verb ending in ed, en, or t). Passive voice requires BOTH!

Your leave was approved by the commander.

A "to be" verb by itself is simply an inactive verb (shows no action). A verb ending in ed, en, or t by itself is a past tense verb and not passive voice.

The rifle is loaded.
(No physical action taking place.)

The *Eagle* landed on the Moon.
(An action in the past.)

DECISION TIME

Once you have found the passive voice in your (or someone else's writing), you have to decide whether you want to change it to active or not.

That's right. There are times when passive voice is appropriate.

1. Use passive voice when you want to emphasize the receiver of the action.

Passive: Your mother was taken to the hospital.

Active: An ambulance took your mother to the hospital.

2. Use passive voice when you don't know who did the action.

Passive: The rifle was stolen.

Active: A person or persons stole the rifle.

CHANGING PASSIVE VOICE TO ACTIVE VOICE

If you decide to change the passive voice to active voice, the process is really quite simple. First, find out who did, is doing, or will do the

action--the actor. Next, use the actor as the subject of the sentence. Finally, use the right tense active verb to express the action. BINGO!

Voice	Present Tense	Past Tense
Active	John wrecks the car.	John wrecked the car.
Passive	The car is being wrecked by John.	The car was wrecked by John

Fig 1: A voice/tense matrix

PERSON IN PRONOUNS

Writing Guide #6

First Person

Writers use first person when they are the "person" speaking in the document. First person shows that what is said is the opinion of the writer or the writer as part of a group. The pronouns below show first person.

	<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>
Singular	I	me	my, mine
Plural	we	us	our, ours

Second Person

Writers use second person when the document is addressed directly to one person or one group of people. Second person makes the communication personal. The list below shows the second person pronouns.

	<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>
Singular	you	you	your, yours
Plural	you	you	your, yours

Third Person

Writers use third person when they want the communication to be impersonal or directed to a non-specific audience. They also use it to show they are talking about an object (or non-human form of life) or someone other than themselves or the person or persons they are directly addressing. The pronouns used to show third person are below. Note that in third person the singular pronouns show gender.

	<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>
Singular	he, she, it	him, her, it	his, hers, its
Plural	they	them	theirs

Nouns can also show third person. When the writer uses a person's or place's name or another noun which names the person, thing, or group, he is using third person.

PRONOUNS

	<u>Subjective</u>	<u>Objective</u>	<u>Possessive</u>
1st Person			
Singular	I	me,	my, mine
Plural	we	us,	our, ours
2nd Person			
Singular	you	you,	your, yours
Plural	you	you,	your, yours
3rd Person			
Singular	he, she, it who	him, her, it whom	his, hers, its whose
Plural	they	them	theirs

1. Use subjective pronouns as follows:

- a. As the subject of a verb. Ex: **We** ran the marathon last week.
- b. In appositives which define the subject. Ex: We boys, Jerry, John, and **I**, went to the store.
- c. After the verb forms of **to be** (linking verbs). Ex: It was **she**. // I wish I were **he**.

2. Use objective pronouns as follows:

- a. As the direct object of verbs (answers the question *who* or *what* about the verb?). Ex: The bull chased **them** across the field.
- b. As the indirect object of verbs (answers the question **to whom** or **to what** the action of the verb is directed.). Ex: Bill threw the ball to **him**.
- c. As the object of a preposition. Ex: I went to the store with Joan and **her**.

3. Use pronouns after the verb when

- a. The words **than** and **as**, use a subjective pronoun whenever the pronoun is the subject of an understood verb. Ex: He fears the dog more than **I** (do).
- b. If the pronoun is the object of an understood verb, use the objective pronoun. Ex: He fears the dog more than (he fears) **me**.

4. Use possessive pronouns to show ownership.

5. Use possessive pronouns with gerunds (verbs ending with **-ing**) when they are the subject of a sentence. Ex: **His being** elected class president meant a lot to him.

TRANSITIONAL MARKERS

Writing Guide #7

Clear writing requires that communications:

"transmits a clear message in a single rapid reading..."

One way to ensure your writing meets this standard is to make your material coherent. That is, ensure your ideas flow together logically.

Coherence means more than just connecting your sentences mechanically. It means that the way you connect your ideas reflects the relationship between them. Words and phrases called transitional markers establish the relationship.

To make your writing effective, you must choose the transitional marker that reflects the relationship you want to establish. Listed below are words or phrases you can use to help you transition from one idea to another grouped by the relationship they establish between ideas.

You can use these transition markers within sentences, between sentences, and between paragraphs. The result will be that your reader will be able to follow your ideas as they flow from one to another.

To indicate addition:

again
also
and then
besides
equally important
finally
first*
further
furthermore
in addition
last
likewise
moreover
next
too

To indicate cause and effect:

accordingly
consequently
hence
in short
then
therefore
thus
truly

To indicate comparison:

in a like manner
likewise
similarly

To indicate concession:

after all
although this may be true
at the same time
even though
I admit
naturally
of course

To indicate contrast:

after all
although true
and yet
at the same time
but
for all that
however
in contrast
in spite of
nevertheless
notwithstanding
on the contrary
on the other hand
still yet

To indicate time relationships:

after a short time
afterwards
as long as
as soon as
at last
at length
at that time
at the same time
before
earlier
immediately
in the meantime
lately
later
meanwhile
of late
presently
shortly
since
soon
temporarily
thereafter
thereupon
until
when
while

*And other ordinal numbers
like second, third, etc.

THE JOINING OF SENTENCES

Writing Guide #8

Vocabulary

Simple Sentence: A complete sentence that expresses a single thought.

Independent Clause: A simple sentence, which is combined with another simple sentence or a dependent clause to form either a compound or complex sentence.

Dependent Clause: A group of words that adds information to or modifies an independent clause. It is not a complete sentence and can not stand by itself as a sentence.

Compound Sentence: A sentence formed by the joining of two independent clauses using a coordinating conjunction, a semicolon, or a conjunctive adverb (options 1,2, and 3 below).

Complex sentence: A sentence composed of an independent clause and one or more dependent clauses joined by subordinating conjunctions (option 4 below).

Compound-Complex Sentences: A sentence containing two or more independent clauses and one or more dependent clauses. The methods of joining these clauses may include any of the options below.

Joining Sentences --The Options

Option 1 -- The Coordinating Conjunction.

The most common way to join two simple sentences (independent clauses) is with a coordinating conjunction. To join sentences this way, place a comma after the first independent clause, write the coordinating conjunction, and add the second independent clause.

Independent Clause + , + Coordinating Conjunction + Independent Clause

and, or, but, nor, for,
yet, so

Example: I went to Germany, but Bill went to the Japan.

Option 2 -- The Semicolon.

To join two closely related simple sentences (independent clauses), you may use a semicolon without a conjunction.

Independent Clause + ; + Independent Clause

Example: I went to Germany; Bill went with me.

Option 3 -- The Semicolon and a Conjunctive Adverb

The third way to combine two simple sentences (independent clauses) is to use a semicolon and a conjunctive adverb. Conjunctive adverbs carry the thought of the first independent clause to the next one.

To join sentences using this method, write the first independent clause, add a semicolon, write the conjunctive adverb, place a comma after the conjunctive adverb, and write the second independent clause.

Independent Clause + ; + Conjunctive Adverb + , + Independent Clause

however, therefore,
indeed, moreover,
consequently, etc.

Example: I wanted to become an artist; therefore, I went to Paris.

Option 4 -- Subordinate Conjunction

The final method of joining two simple sentences is the use of subordinating conjunctions. Example A below shows the more common subordinating conjunctions. When using this method one sentence remains an independent clause and the other becomes a dependent clause. The most important idea is the independent clause.

As the three examples below show, you can move the dependent clause to several positions within the sentence. This flexibility adds variety to your writing. Be sure you use the necessary punctuation, however.

a. Independent Clause + Subordinating Conjunction + Dependent Clause

after, although, as,
as if, before, because,
if, since, unless, when,
since, unless, when,
whenever, until, while

Example: I went to the movie although Bill went bowling.

b. Subordinating Conjunction + Dependent Clause + , + Independent Clause

Example: Although Bill went bowling, I went to the movie.

c. Part of Independent Clause + , + Subordinating Conjunction + Dependent Clause + , + Part of Dependent Clause

Example: I, although Bill went bowling, went to the movie.

Note that example b and c require commas to separate the subordinating conjunction and dependent clause from the independent clause.

EXPRESSING SUBORDINATE RELATIONSHIPS

Writing Guide #9

As a writer, you will often find ideas, which are clearly related but are not equal in importance. Instead of using a coordinating conjunction, which joins ideas of equal importance, you will need to use a conjunction, which joins the ideas but expresses the subordinate relationship.

The listing below groups the subordinating conjunctions by the relationship they establish. We've also included an example of each type of relationship.

Subordinating Conjunction

Cause

Because, since Many students live off campus. They often form car pools.
 Since many students live off campus, they often form car pools.

Condition

if, even if, We can provide realistic football training. We must coordinate with other teams.
 We can provide realistic football training if we coordinate with other teams.
unless We cannot provide realistic football training unless we coordinate with other teams.

Concession

although,
though,
even though
funding. We have better equipment than the schools of the 1970's.
 We have less funding.
 We have better equipment than the schools of the 1970's even though we have less funding.

Purpose

in order that,
so that The boss canceled most of the vacations for May. The company will hold a training session for junior executives.
 The boss canceled most of the vacations for May so that the company can hold a training session for junior executives.

Time

as long as,
after, when
while, before,
parking
until There will be plenty of parking space.
 The contractor will finish the new parking garage by June.
 There will be plenty of parking space as long as the contractor finishes the new garage by June.

Location

where,
wherever The new company headquarters building stands on treeless land.
 The company picnic area used to be there.
 The new company headquarters building stands on treeless land where the company picnic area once was.

As you can see by the examples above, using subordinating conjunctions generally makes the sentences longer. The relationship between the ideas, however, is clearer. Having some longer sentences is a good tradeoff for clarity.

CAPITALIZATION
Writing Guide #10

1. Capitalize the first word of every sentence, including quoted sentences.

She said, "The work is finished."

2. Capitalize the first word of a line of poetry.

"Had we but world enough, and time,
This coyness, lady, were no crime."
- Andrew Marvell, "To His Coy Mistress"

3. Capitalize words and phrases used as sentences.

Why?
Yes, indeed.
Of course.

4. Capitalize the first word of a formal question or statement following a colon.

He asked several questions: "Where are you going? "What is your goal?" What will you do? What is your goal?
I offered a word of advice: "Read only the best books."

5. Capitalize the first word of each item in a formal outline.

I. Sports taught this semester.
A. Swimming
B. Softball

6. Capitalize the first and last and all other important words in a title.

The Naked and the Dead

7. Capitalize the first and last word in the salutation and the first word of the complimentary close of a letter.

My dearest Son,
Very truly yours,

8. Capitalize proper nouns and proper adjectives. A proper noun is the name of a particular person place or thing. A proper adjective is an adjective derived from a proper noun, i.e., American from America.

Eskimo

English

Japanese

Louisa May Alcott

9. Capitalize specific places. This includes geographic directions when they refer to a specific area, but not points of the compass.

Japan

Atlantic Ocean

Missouri River

Room 219

The Todd Building

Fairmount Park

the Old South

10. Capitalize specific organizations.

United Nations

Warsaw Pact

Red Cross

Ace Tire Company

11. Capitalize the days of the week, months, and holidays, but not the seasons.

Monday

October

Veteran's Day

Fourth of July

fall

12. Capitalize religious names.

Allah
God
the Virgin
the Bible
the Lord

13. Capitalize historical events, periods, and documents.

the Constitution
Battle of Gettysburg
the Middle Ages

14. Capitalize the names of educational institutions, departments, specific courses, classes of students, and specific academic degrees. This does not mean to capitalize academic disciplines such as mathematics (except as they are proper adjectives like French).

Washboard College
Junior Class
Biology 101
Med

15. Capitalize the names of flags, emblems, and school colors.

Old Glory
Bronze Star
Green and Gold

16. Capitalize the names of stars and planets.

Earth
the North Star
the Big Dipper
Jupiter

17. Capitalize the names of ships, trains, aircraft, and spacecraft

Titanic
the Crescent Express
City of Los Angeles
Enterprise

18. Capitalize the initials, which are used in acronyms.

B.C.
NATO
OK (for Oklahoma)
WKRP
FBI
CTAC

19. Capitalize personifications.

Mother Nature
Old Man Winter
the face of Death

20. Capitalize titles preceding a name.

Professor Jane Melton
Chief Justice Burger
Reverend Beliveau

21. Capitalize the interjection Oh and the pronoun I.

PUNCTUATION -- THE COMMA

Writing Guide #11

About half of the errors in punctuation are comma errors. This writer's guide is a quick reference for you, so you won't make the most common errors with commas. The guide will not cover all of the minute details of commas, just the ones we use most often.

1. Commas set off independent clauses, which are joined by a coordinating conjunction.

The chairman is Shauna Sloan, and the president is Jamie Harris.

2. Commas set off introductory elements.

a. Adverb clauses: If you register now, you can vote by mail.

b. Long prepositional phrases: In the cool air of the April morning, we prepared for the track and field meet.

c. Verbal phrases.

Speaking off the record, the Senator addressed the senior class.

3. Commas separate the items in a series when there are more than two items.

The book is available in bookstores, at newsstands, or by mail.

4. Commas separate coordinate adjectives when they are of equal importance.

Tall, stately trees lined the boulevard.

5. Commas set off parenthetical expressions. These words or phrases interrupt the flow of the sentence and are not essential to its meaning.

a. General parenthetical expressions:

She was, in my opinion, an outstanding leader.

The entire speech, moreover, lacked vitality.

b. Nonrestrictive (nonessential) clauses:

Parsons Boulevard, which runs past my house, is being repaved.

c. Nonrestrictive (nonessential) phrases:

Mrs. Atlee, wearing red, is the ambassador's sister.

d. Nonrestrictive (nonessential) appositives:

America's first general, George Washington, started his own navy.

6. Commas set off absolute phrases.

The day being warm, we headed for the beach.

7. Commas set off names or words used in direct address.

Carole, what are you doing?

8. Commas set off yes or no at the beginning of a sentence.

Yes, there is a lot of reading to this course.

9. Commas set off mild interjections.

Well, I'll have to think about that.

10. Commas set off explanatory words like she said from direct quotations.

Churchill said, "Short words are best."

11. Commas set off examples introduced by such as, especially, and particularly.

John enjoys outdoor sports, such as football and hunting.

12. Commas replace omitted or understood words.

Captain Franklin attended West Point; his brother, the Coast Guard Academy.

13. Commas separate confirmatory questions from statements.

It's cold in here today, isn't it?

14. Commas set off the greeting and complimentary close of letters.

Dear Mabel,

Sincerely,

15. Commas set off the elements of dates and addresses.

On March 3, 1984, we had a blizzard in Kansas.

He lives at 321 Maple Street, Kokomo, Indiana.

16. Commas group words to prevent misreading.

After eating, the boys became sleepy (Not "after eating the boys...").

Inside, the dog was growling (Not "Inside the dog.....").

PUNCTUATION – THE COLON AND THE SEMICOLON
Writing Guide #12

THE COLON

1. The colon introduces the following:

A list, but only after as follows, the following, or a noun for which the list is an appositive:

Each scout will carry the following: meals for three days, a survival knife, and his sleeping bag.

The company had four new officers: Bill Smith, Frank Tucker, Peter Fillmore, and Oliver Lewis.

- b. A long quotation (one or more paragraphs):

In *The Killer Angels* Michael Shaara wrote:

You may find it a different story from the one that you learned in school. There have been many versions of that battle [Gettysburg] and that war [the Civil War].

(The quote continues for two more paragraphs.)

- c. A formal quotation or question:

The President declared: "The only thing we have to fear is fear itself."

The question is: what can we do about it?

- d. A second independent clause which explains the first:

Potter's motive is clear: he wants the assignment.

- e. After the introduction of a business letter:

Dear Sirs: or Dear Madam:

- f. The details following an announcement:

For sale: large lakeside cabin with dock

- g. A formal resolution, after the word resolved:

Resolved: That this council petition the mayor.

- h. The words of a speaker in a play:

Macbeth: She should have died hereafter.

2. The colon separates the following:

- a. Parts of a title, reference, or numeral:

Principles of Mathematics: An Introduction

Luke 3: 4-13

8:15 a.m.

- b. The place of publication from the publisher, and the volume number from the pages in bibliographies:

Miller, Jonathan, *The Body in Question*. New York: Random House, 1978.

Jarchow, Elaine. "In Search of Consistency in Composition Scoring." *English Record* 23.4 (1982): 18--19.

THE SEMICOLON

1. Semicolons can join closely related independent clauses, which are not joined by a coordinating conjunction. Since the mid-1970's America's campuses have been relatively quiet; today's students seem interested more in courses than causes.

2. Semicolons punctuate two independent clauses joined by a conjunctive adverb.
On weekdays the club closes at eleven; however, on weekends it's open until one.

3. Semicolons punctuate clauses joined by a coordinating conjunction when the clauses have commas within them.

Today people can buy what they need from department stores, supermarkets, and discount stores; but in Colonial days, when such conveniences did not exist, people depended on general stores and peddlers.

4. Semicolons punctuate items in a series when there are commas within the series.

At the alumni dinner, I sat with the school's best-known athlete, Gary Wyckoff; the editor of the paper; two stars of the class play, a fellow and a girl who later married each other; and Tad Frump, the class clown

PUNCTUATION -- THE APOSTROPHE, THE DASH, THE HYPHEN, AND ITALICS
Writing Guide #12

THE APOSTROPHE

1. The apostrophe forms the possessive case of nouns.

Mr. Smith's car
Bob Davis' boat -- singular
the Davis' boat -- plural
the women's coats -- plural
father-in-law's

In hyphenated words, add the apostrophe to the last word.

2. Apostrophes show the omission of letters or numerals.

don't
can't
class of '84

3. Apostrophes add clarity when forming the plural of words, letters, symbols, and numbers referred to as words (including acronyms).

She earned three A's.
There are two MSC's on post.
His 3's and 5's look alike.
The Cowboys dominated football in the 1970's.
Use +'s and -'s on the test.

THE DASH

1. The dash (indicated by -- n typing) shows a sudden break in thought.

Well, if that's how you feel -- I guess the game is over.

2. The dash sets off parenthetical elements.

The train arrived--can you believe it--right on time.

3. The dash emphasizes an appositive.

Bill only worried about one thing--food.

4. The dash precedes the author's name after a direct quotation.

"That is nonsense up with which I will not put."-- Winston Churchill

THE HYPHEN

1. The hyphen joins compound words.

Mother-in-law

2. The hyphen joins words to make a single adjective.

senior-level leadership

3. The hyphen indicates two-word numbers (21 to 99) and two-word fractions.

Twenty-two three-fourths

4. The hyphen separates the prefixes ex- (when it means former), self-, all-, and the suffix -elect from the base word.

ex-president
all-conference
self-confident
Senator-elect

5. The hyphen indicates words divided at the end of a line.

...The classroom accommodates thirty-six people.

ITALICS (UNDERLINING)

1. Italics, underlining, designates titles of separate publications.

Books -- The Catcher in the Rye
Magazines and newspapers --Newsweek/The New York Times
Pamphlets--Bee Keeping
Plays, TV and radio programs,
and films--The Burning Bed
Long Poems--The Candelabras Tales

2. Italics indicate the names of ships, aircraft, and spacecraft.

Schultz sailed on the Enterprise.
The explosion aboard the Challenger was a tragedy.

3. Italics indicate the titles of paintings and sculptures.

The Mona Lisa
Crossing the Delaware

4. Italics indicate foreign words not yet Anglicized.

It was a fait accompli.

5. Italics indicate words, symbols, letters, or figures when used as such.

The t is often silent.
Avoid using & in formal writing.

6. Italics show emphasis.

You are so right about the car.

PUNCTUATION -- QUOTATION MARKS

Writing Guide #13

1. Use quotation marks to enclose direct quotations.

MacArthur vowed, "I shall return," as he left the islands.

- a. With an interrupted quotation, use quotation marks only around the quoted words.

"I heard," said Amy, "that you passed the course."

- b. With an uninterrupted quotation of several sentences, use quotation marks before the first sentence and after the last.

Jenkins said, "Something's wrong. I know it. He should have called in by now."

- c. With long uninterrupted quotations of several paragraphs, use either of the following forms.

(1) Put quotation marks at the beginning of each paragraph but at the end of only the last paragraph.

(2) Use no quotation marks at all; instead, indent the entire quotation and type it single-spaced.

- d. With a short quotation that is not a complete sentence, use no commas.

Barrie described life as "a long lesson in humility."

- e. Use the ellipses (three periods {...}) to indicate the omission of unimportant or irrelevant words from a quotation.

"What a heavy burden is a name that has become...famous."

--Voltaire

- f. Use brackets to indicate explanatory words added to the quotation.

"From a distance it [fear] is something; nearby it is nothing."

--La Fontaine

- g. When quoting dialogue, start a new paragraph with each change of speaker.

"He's dead," Holmes announced.

"Are you sure?" the young lady asked.

2. Use quotation marks around the titles of short written works: poems, articles, essays, short stories, chapters, and songs.

The first chapter in The Guns of August is entitled "A Funeral."

I still get misty-eyed when I hear "Danny Boy."

3. Use quotation marks around definition of words.

The original meaning of lady was "kneader of bread."

4. Use quotation marks to indicate the special use of a word.

Organized crime operates by having its ill-gotten gains "laundered" so they appear legitimate.

5. Use a set of single quotation marks to indicate a quotation within a quotation.

She asked, "Who said, 'Let them eat cake.'?"

6. Place periods and commas inside quotation marks.

Dr. Watson said, "It's the speckled band."

7. Place colons and semicolons outside the quotation marks.

Coe barked, "I have nothing to say"; then he left.

8. Place question marks, exclamation marks, and dashes inside the quotation marks when the punctuation belongs to the quote and outside the quotation marks when they do not.

Shauna said, "Who is my opponent?" Did Shauna say, "I fear no opponent"?

Student Handout 5

This student handout contains student homework assignment; Produce a Memorandum for Decision.

HOMWORK ASSIGNMENT (Test)

Action:	Produce a Memorandum For Decision.
Conditions:	Given a task to write a memorandum for decision as an out of class assignment; access to information about the topic; student readings and instructional materials; a sample format for writing a memorandum for decision; classroom instruction and discussion; AR 25-50, DA Pam 600-67, FM 101-5; and a suspense date.
Standards:	Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.

ASSIGNMENT:

Produce a Memorandum for Decision on the topic issued to you by your instructor. Listed below is the topics:

Topics for the memo are:

1. Propose a change to the unit formation time.
2. Propose change to duration of PT sessions.
3. Propose implementation of new PT program.
4. Propose decentralization of training to squad or section level.
5. Propose new environmental requirements training.
6. Propose purchase of new office equipment.
7. Propose software training for all office personnel in the unit.
8. Propose implementation of extended hours for the dining facility.

Student Handout 6

This student handout contains a cover sheet and four pages of extracted material from AR 25-50.

Pages
Pages

cover page
27 thru 30

Disclaimer: The training developer downloaded the extracted material from the General Reimer Training and Doctrine Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

Student Handout 7

This student handout contains four pages extracted from FM 101-5 consisting of the cover page plus pages D-6 thru D-8 of Appendix D.

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Student Handout 8

This student handout contains 11 pages extracted from DA Pamphlet 600-67, Effective Writing for Army Leaders, 02 June 1986.

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**Department of the Army
Pamphlet 600–67**

Personnel—General

**Effective
Writing for
Army Leaders**

**Headquarters
Department of the Army
Washington, DC
02 June 1986**

**Unclassified
SUMMARY of CHANGE**

DA PAM 600–67

Effective Writing for Army Leaders

This pamphlet provides staff writing standards and guidelines to Army leaders, and outlines two editing tools and one organizational technique for use by leaders in achieving those standards and for obtaining them from their subordinates.

**RESERVED
Headquarters
Department of the Army
Washington, DC
02 June 1986**

Personnel—General

**Effective Writing for Army Leaders
Department of the Army
Pamphlet 600–67**

History. The UPDATE printing publishes a new Department of the Army pamphlet.

Summary . This pamphlet outlines, for Army leaders, the standards of AR 600–70 and sets staff writing guidelines to achieve those standards.

Applicability. This pamphlet applies to the Active Army, Army National Guard, U.S. Army Reserve, and Department of the Army civilians.

Proponent and exceptional authority. Not applicable.

Impact on new Manning System. This pamphlet does not contain information that affects the New Manning System.

Interim changes. Interim changes to this pamphlet are not official unless The Adjutant General authenticates them. Users will destroy interim changes on their expiration dates unless sooner superseded or rescinded.

Suggested Improvements. The proponent agency of this pamphlet is the Office of the Assistant Chief of Staff for Information Management. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, U.S. Army Training and Doctrine Command, ATTN: ATCG-W, Ft. Monroe, VA 23651-5000.

Distribution. Distribution of this issue has been made in accordance with DA Form 12-9A-R requirements for 600-series publications.

The number of copies distributed to a given subscriber is the number of copies requested in Blocks 378, 379 and 380 of the subscriber's DA Form 12-9A-R. DA Pam 600-67 distribution is highest quantity under B, C, or D for Active Army, ARNG, and USAR. Future distribution of this publication will remain the same unless the Publications Account Officer adjusts the quantities using the enclosed subscription card.

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Unclassified

RESERVED

Chapter 1

Introduction

1–1. Purpose

This pamphlet is a leader's manual. It –

- a. Provides accessible information on what kind of staff writing to demand and how to have it produced.
- b. Explains in detail what good Army writing is and how to establish uniform Army writing standards.
- c. Describes two quantifiable tools to reinforce better writing.
- d. Provides examples of the new standard for Army writing.

1–2. References

- a. *Required publication.* AR 600–70, The Army Writing Program, is a required publication. (Cited in para 2–1d.)
- b. *Related publication.* (A related publication is merely a source of additional information. The user does not have to read it to understand the pamphlet.) AR 340–15, Preparing and Managing Correspondence, is a related publication.

1–3. Why there is an Army Writing Program

- a. Too much Army writing does not communicate well. It confuses rather than clarifies; it is wordy rather than concise; it hides the main idea rather than getting to the point.
- b. We all recognize the particular style described in a above as “Army” writing. The Army has developed this style collectively. That means that, collectively, we can build a better style.
- c. Information overload and the complexity of the modern Army demand a more effective style and a new standard for writing.

1–4. Defining the standard

- a. According to AR 600–70, the standard for Army writing is writing you can understand in a single rapid reading, and is generally free of errors in grammar, mechanics, and usage.
- b. Good Army writing is clear, concise, organized, and right to the point.

Chapter 2

Leadership and Writing

2–1. Why we need a leader writing pamphlet

- a. Leaders lose too much time grappling with poor writing.
- b. Poor writing hinders decisions.
- c. Only leaders can make this new style happen.
- d. Paragraph 2e of AR 600–70 requires all commanders to uphold a common standard.

2–2. A different kind of writing pamphlet

- a. This is a leader's manual, not a thick staff officer's guide. This pamphlet provides accessible information on what kind of writing to demand and how to get your staff to produce it.
- b. Most significantly, the Army has set a standard for good writing and developed staff writing rules to reach that standard. You'll find those in this pamphlet as well.

2–3. Your role as an Army leader

This pamphlet has three primary sections and will assist you as an Army leader to —

- a. Issue the guidance to establish uniform, effective writing standards.
- b. Be a mentor to your subordinates using specific tools.
- c. Show the new standards using sets of examples.

Chapter 3

Issuing the Guidance

3–1. Style Rules

Take these guidelines and publish them as your office writing rules to establish the new Army writing rules to establish the new Army writing standard. Require all people who write for you—

- a. Put the recommendation, conclusion, or reason for writing—the “bottom line”—in the first or second paragraph, not at the end.
- b. Use the active voice.
- c. Use short sentences (an average of 15 or fewer words).
- d. Use short words (three syllables or fewer). (See the clarity index in paragraph 4–3.)
- e. Write paragraphs that, with few exceptions, are no more than 1 inch deep.
- f. Use correct spelling, grammar, and punctuation.
- g. Use “I,” “you” and “we” as subjects of sentences instead of “this office,” “this headquarters,” “all individuals,” and so forth, for most kinds of writing.

3–2. Two essential changes

These new writing guidelines mandate two critical changes that leaders must demand. The first change alters the structure of all Army writing; the second change transforms the style.

a. Structure—main idea first.

(1) Require all staff writing to begin with the main idea. The greatest weakness in ineffective writing is that it doesn't quickly transmit a focused message. Too much Army writing hides the main point. Insist, as business writers do, on the “bottom line” first. Have subordinates start with the information they would keep if they had to get rid of all the rest.

(2) Require specific packaging of all writing. Focusing first on the main point changes the overall construction of Army writing. This restructuring, called packaging, is the framework of the new writing style. Packaging is not format. Formatting begins after packaging to tailor the writing to a specific purpose. To package—(a) Open with a short, clear purpose sentence.

(b) Put the recommendation, conclusion, or most important information (the main point) next. (Some writing combines the purpose and the main point.)

(c) Clearly separate each major section. Use paragraphs, headings, or section titles.

(d) Use a specific format if one is appropriate.

b. Style – the active voice.

(1) The major style change that makes Army writing clear, direct communication is using the active voice rather than passive voice. Many Army writers overuse the passive voice and create sentences that are indirect and unfocused, and that slow communication. The passive voice hides the doer of the action, blocking communication. Active example: Army beat Navy. Passive example: The Navy has been beaten by Army.

(2) The active voice is direct, natural, and forceful.

(3) The active voice does more than make sentences clearer – it shortens sentences. Eliminating the passive voice reduces a piece of writing by about 20 percent.

(4) The passive voice is actually very easy to recognize: it uses one of the eight forms of to be plus a verb usually ending in –en or –ed. Example: am, is, are, was, were, be, being, been plus the –en, –ed word (is requested, were eaten).

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(5) When you see verb constructions like the examples in (4) above, you know the writing is passive.

Although sometimes the passive is appropriate, most of the time it is not. Examples: The passive voice is abused in Army writing. When vagueness is wanted, many writers select the passive voice. A direct style, on the other hand, is created by the active voice.

(6) When you see writing in the passive voice, have the writers change it to active voice. Tell your subordinates to put the subject first in sentences and they will become active writers. Example: Army writing abuses the passive voice. Army writers select the passive voice when they want to be vague. The active voice, on the other hand, creates a direct style.

Chapter 4

Being a mentor

4–1. General

Despite clear staff writing guidelines and focusing on only two essential changes, some of the writing you see won't meet the new standards. Most supervisors have little trouble identifying poor writing. Many, however, have problems knowing how to fix it or counsel someone else on how to fix it. Use the tools discussed in feedback.

4–2. The quick–screen edit

This editing tool identifies major violations of the Army standard for writing. To use the quick–screen edit, simply do the following:

a. use a highlighter, pencil or pen.

b. In a single, rapid reading highlight, circle, or underline–

(1) The “bottom line,” the purpose of the piece of writing.

(2) Any forms of the verb to be used with a past participle (a verb ending in “–en” or “–ed”). This identifies the passive voice.

(3) Any unnecessary long words or jargon.

(4) Spelling, punctuation, or grammar mistakes.

c . Have your people revise the four targeted areas. In the revision–

(1) Move the “bottom line” to the beginning of the writing if it is not there already.

(2) Change only the other highlighted problems.

(3) Check the writing for packaging.

d. See figure 4–1 for an example of highlighting, using the quick –screen edit. (The reverse type in fig 4–1 represents use of highlighting.) Figure 4–2 shows the revised example.

e. This quick–screen edit is a quick, effective screen. It's quick because you only read it once. It's effective because you highlight specific errors. It's a screen because you highlight only those errors that are distracting.

f. With this technique, you show subordinates exactly what to revise without requiring a complete rewrite.

4–3. The clarity index

Some writing problems do not lend themselves to a quick–screen edit. A second tool, the clarity index, pinpoints two other major reasons why writing that arrives on the desk is often confusing and difficult to read.

- a. Long words and long sentences make writing difficult to read. Such writing does not meet the new standards of Army writing. The clarity index provides a yardstick to measure how readable writing is. If you suspect that writing is not effective, this yardstick is helpful to quantify the problem.
- b. The clarity index is based on word and sentence length. Selecting a sample of 200 words or less, use the formula below. (For graphic representation of the formula, see fig 4–3.)
 - (1) Count the number of sentences.
 - (2) Count the number of words.
 - (3) Divide the number of words by the number of sentences to get the average sentence length. (The target average is 15 words per sentence.
 - (4) Count the number of words that have three syllables or more.
 - (5) Divide the number of long words by the total of words to determine the percentage of long words. (The target is 15 percent.)
 - (6) Add the average sentence length to the percentage of long words.
 - (7) The sum is the clarity index. (The target is 30.)
- c. If a writer eliminates long words and long sentences without changing meaning, writing becomes clearer. The writer is not producing simplistic papers or insulting the reader's intelligence. Instead, time-savings and understanding increase.
- d. Use the clarity index once to quantify the density of a piece of writing for subordinates. Then have them periodically monitor their own writing. See figures 4–4 and 4–5 for examples of how to compute a clarity index.
- e. Use the following Rules of thumb for the clarity index:
 - (1) Below 20, writing is too abrupt.
 - (2) Over 40, writing is difficult to understand.
 - (3) Aim for an index of 30.

Chapter 5

Showing the New Standards

5–1. Establishing the guidelines

- a. The two essential changes – packaging and active writing – and the seven style techniques create a new standard for Army writing.
- b. The quick–screen edit and the clarity index help enforce the new standard.

5–2. Setting the examples

- a. The examples in figures 5–1 through 5–6 demonstrate the results of applying the leadership guidelines in this pamphlet to Army writing. Read and compare the examples. Do not accept writing like that labeled “poor writing.” Only accept writing like that labeled “good writing.” Use figures 5–1 through 5–6 as examples for your subordinates.
- b. The memorandum at figure 5–1 has a clarity index of 42. That's too high. The paper is far too long, is filled with jargon, the passive voice, and is not focused. Packaging in figure 5–2 brings the recommendation to the top and eliminates unnecessary verbiage. The example in figure 5–2 has a clarity index of 23.
- c. Much of figure 5–3 is error–riddled or Army jargon. It's an attempt to sound “serious” and military. Writing like this slows communication and sends the wrong message about the writer. Note the difference in figure 5–4.
- d. The other examples of standards in this pamphlet reflect the dramatic difference brevity makes to bring about more effective writing. Although the example at figure 5–5 is short, it has a more basic problem – packaging. Notice that figure 5–6 does not look markedly shorter, although it is. This document's legal nature does mean some things cannot be cut out. It's much improved, however, because the “bottom line” is up front and the paragraphs are short. Packaging speeds communication.

A microcomputer can help this office speed up actions, which is very important to getting all missions accomplished. By using the data base software, we can keep track of all training and not allow repetitive training. WE can use the work processor to do our administrative actions and speed up our ability to do work. We need such and instrument at this time.

Figure 3-1. Example of writing without packaging

1. I request a microcomputer for this office.
2. We need a microcomputer to:
 - a. Monitor training.
 - b. Increase the amount of work we can do.
 - c. Handle our administrative jobs.

Figure 3-2. Example of writing with packaging

Figure 4-1. Example of a quick-screen edit highlight

1. We need to prepare requests immediately to get the furniture new purchasing data authorizes.
2. The Army permits buying overseas quarters furniture if it is cheaper than shipping personnel furniture. We have conducted new cost comparison studies that entitle us to buy furniture.

Figure 4-2. Example of revised writing

- A. Number of sentences ____ $B \div A = \text{words/sentence}$ ____
- B. Number of words ____ $C \div B = \% \text{ long words} +$ ____
- C. Number of long words ____ Clarity Index = ____

Figure 4-3. Computing clarity index

Example: Summary of Action

1. Herewith is the Summary of action concerning the elimination case of the captioned officer. You will recall that when I briefed you on this case, I suggested that the Vice Chief be informed of my recommendation since he, as CG FORSCOM, initiated the Board of Inquiry and ultimately recommended approval of that Board's recommendation for elimination under other than honorable conditions. You left the matter of briefing the Vice Chief up to me and advised that after I had made up my mind in that regard you would make your decision in the case.
2. I asked for and had an interview with the Vice Chief. I explained that I wanted him to know about my recommendation to you in the case since he had initiated the Board of Inquiry and had ultimately recommended approval of that Board's recommendation for the elimination of LTC Jones with an under other than honorable conditions discharge. The Vice Chief was grateful for my courtesy but made no comment as to whether he was in agreement or nonconcurred with my recommendation.

- A. Number of sentences 6 $B \div A = \text{words/sentence}$ 29
- B. Number of words 176 $C \div B = \% \text{ long words} + 16$
- C. Number of long words 29 Clarity Index = 45

Clarity index: $12 + 12 = 24$

Figure 4-4. Clarity index of original writing

Sample Solution: Summary of Action

Here is LTC Jones' case summary.

I did decide to meet with the Vice Chief. I felt that since General Smith, as CG FORSCOM, started the case and recommended discharging Jones, he ought to get the update. The Vice Chief appreciated my visit but did not comment on my recommendations.

Total words: 50

Number of sentences: 4

Words per sentence: 12

Number of long words: 9

Percentage of long words: $6 \div 50 = 12\%$

Figure 4-5. Clarity index of revised writing.

MEMORANDUM THRU DEPUTY CHIEF OF STAFF FOR OPERATIONS AND PLANS FOR VICE
CHIEF OF STAFF, UNITED STATES ARMY

SUBJECT: Reserve Component Mobilization Exercises

1. The purpose of this memorandum is to reply to your not to the Director of the Army Staff which requested an evaluation be made to determine the feasibility of conducting mobilization exercises for NG and USAR units.
2. A feasibility study of such exercises has been initiated. Representatives from the NGB and OCAR have participated in a preliminary planning session, and FORSCOM has provided informal comments and suggestions.
3. It appears feasible to conduct an exercise of this nature within the current year; however, funding restraints, available planning time, and personnel and training disruptions will tend to limit the scope and participation. In line with these restraints, considerations applicable to such an exercise in the immediate future are:
 - a. Exercise should be conducted in conjunction with scheduled annual training (AT). Alert of participants should be made just prior to departure from home station for AT. This procedure should minimize individual disruptions while permitting the unit to exercise its mobilization plans and actions during a period normally allocated for preparation for AT. Further, this method would make use of funds already allotted for movement of unit.
 - b. Announcement of the exercise and its objective should be made in advance; however, selected participants should be alerted at a point in time which would allow realistic implementation and evaluation of their mobilization procedures. Early announcement of objectives, followed later by actual selection and alert of participants, would require all concerned to plan and prepare for the exercises even if not required to participate. Valuable planning and evaluation could be accomplished during this pre-exercise phase prior to the alert of participants.
 - c. In order to prohibit serious disruption of planned AT and pre-programmed testing schedules for RC units, close examination is required in the selection of participants. Units should be selected that have mobilization stations and equipment pools at the same location or in close proximity to each other. On the surface this appears a token approach; however, training time and funding limitations indicate that this is the most viable option within the near time frame.
 - d. Only active and semi-active installations previously programmed to support AT should be used. Funding restrictions and training considerations preclude opening or greatly expanding support facilities not already programmed for AT.
 - e. While total transportation requirements for units should be planned and determined during the pre-alert phase, costs and other restraints on movements may necessitate only partial or selected movement of equipment of the participating units.
 - f. Units to participate must be initially limited in number and size. These should include both USAR and NG units with priority of selection going to affiliated and early deploying (D+60) units. The selection of RC units to participate should be made by FORSCOM in coordination with NGB and OCAR.
4. Subject to further analysis, it appears feasible to conduct a mobilization exercise in conjunction with next year's AT. FORSCOM is receptive to the concept as outlined, but desires to examine the result of its Mobilization Evaluation Exercise which terminated 30 January, prior to the recommending or developing specific exercise objectives. Therefore, this is an interim reply.

Figure 5-1. Memorandum—Example of poor writing

MEMORANDUM THRU DEPUTY CHIEF OF STAFF FOR OPERATIONS AND PLANS FOR VICE
CHIEF OF STAFF, UNITED STATES ARMY

SUBJECT: Reserve Component Mobilization Exercises

1. Purpose. To answer this question: Can we conduct mobilization exercise for NG and USAR units this year?
2. Recommendation. Yes, we can, but with these constraints:
 - a. That FORSCOM sees the results of the last such exercise before planning begins.
 - b. That FORSCOM, together with NGB and OCAR, choose participating units.
 - c. That we use this year's training and testing money.
 - d. that the exercise is well-timed.
3. Discussion.
 - a. FORSCOM wants to help develop exercise objectives.
 - b. FORSCOM, NGB, and OCAR should—
 - (1) Select priority units first.
 - (2) Select units whose mobilization stations and equipment pools are close together.
 - (3) Not disrupt scheduled training and testing.
 - c. The budget does not include enough money to—
 - (1) Open new support facilities.
 - (2) Expand existing support facilities.
 - (3) Not disrupt scheduled training and testing.
 - d. Timing of the exercise should—
 - (1) Not change soldier's summer training periods
 - (2) Follow the actual mobilization time sequence.
 - (3) Permit as many units as possible to participate in the planning phase, even though they may not execute their plans.

Figure 5-2. Memorandum—Example of good writing

DEPARTMENT OF THE ARMY, HHB, 3/13th Field Artillery, Schofield Barracks, HI 96857
MACC-D-XO 12 March 1986

SUBJECT: Request to be Assigned to Participate in JTX "Frostbite"

Commander, 3d Battalion, 13th Field Artillery, Schofield Barracks, HI 96857

1. It has recently come to my attention that this Battalion stands in dire need of a volunteer to participate on a voluntary basis in an evaluative capacity on Joint Training Exercise "Frostbite" to be held in the State of Alaska on or about this summer time-frame.
 2. I graduated fourth in a class of seventy-three from the U.S. Army Northern Warfare School on 17 August 1985 and was awarded the distinction of a distinguished graduate. I learned the latest in cold weather tactics while on patrol in the DMZ last winter which make me current in that area. In looking at the training forecast, it doesn't seem that I will be mission-essential during that training cycle. Much can be learned by seeing how other units operate in the boonies.
 3. The S-3 indicated to me that anyone interested should submit a copy of their last physical. As you can see, I have no previous cold-weather injuries and, therefore, would perhaps be less susceptible to such injury.
 4. It is my opinion that I am fully qualified to participate in this Joint Training Exercise at this point in time.
- GERALD A. SANDERS
1LT, FA
FIST Chief

Figure 5-3. Military letter—Example of poor writing

DEPARTMENT OF THE ARMY, HHB, 3/13th Field Artillery, Schofield Barracks, HI 96857

MACC-D-XO 12 March 1986

SUBJECT: Request for JTX "Frostbite" Assignment

Commander, 3d Battalion, 13th Field Artillery, Schofield Barracks, HI 96857

1. I request to represent the Battalion on JTX "Frostbite" in Alaska this summer.

2. I feel qualified for this assignment since I have some expertise in cold-weather operations. I was an evaluator during JTX "Team Spirit" in Korea last winter, and am a distinguished graduate of the Northern Warfare School.

3. I have attached a copy of my latest physical examination. Encl

GERALD A. SANDERS

2LT, FA

FIST Chief

Figure 5-4. Military letter—Example of good writing

DA form 4697 (Report of Survey), block 26:

I have examined all available evidence as shown in exhibits A to G and as indicated below have personally investigated the same and it is my belief that the article (s) listed hereon and/or on attached sheets, total cost \$433.50 was not damaged in an accidental manner. Something like

this does not just happen; therefore, the soldier is responsible if negligent. As SP4 Farmer states in his statement (Exhibit B) the tailgate of the M113 was down when Private Thomas laid his M16 down on it to don his protective mask, (Exhibit A), because he thought he smelled CS.

This act was in direct contravention of the Division, Brigade, Battalion, and Company Field SOP which states in part that "at no time will equipment be placed on the ramp of M113 personnel carriers" (Exhibit G). It also is expressly prohibited by the proper masking procedure which is to hold the rifle between the legs while masking (Exhibit F, "Soldier's Manual of Common Tasks," p. 37). When the squad leader

(SSG Young) told the driver to raise the ramp (Exhibit C), he didn't know that Thomas had set his weapon down on the ramp. It was dark and

nobody could see anything and Thomas was still adjusting his mask. Well, one thing led to another and the next thing you know Thomas' M16

is only good for shooting around corners. Such actions show negligence and make SP4 Farmer liable for restitution. (Exhibit D—statement from DS maintenance saying the M16 is irreparably damaged beyond repair).

Figure 5-5. DA Form 4697 (Report of Survey), block 29—example of poor writing

DA Form 4697 (Report of Survey), block 26:

I have investigated the evidence and find PVT John T. Thomas as negligent. PVT Thomas damaged his M16 by carelessly leaving it on an

M113 ramp. Private Thomas admits that he laid his M16 on the tailgate of the M113 to put on his protective mask. By doing so, he violated

two specific directives. Private Thomas neither followed proper masking procedure (Exhibit F, "Soldier's Manual of Common Tasks," p.37)

nor obeyed his field SOP that "at no time will equipment be placed on the ramp of personnel carriers" (Exhibit G). His squad leader, SSG

Young, attests (Exhibit C) that Private Thomas knew the SOP.

Direct support maintenance confirms that the M16 (total cost-\$433.40) is damaged beyond repair (Exhibit D).

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Student Handout 9

This student handout contains four pages extracted from TSP-158-F-0050, Memorandum for Decision: Example and Development Guide.

Disclaimer: The training developer downloaded the extracted material from the General Reimer Training and Doctrine Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

STUDENT HANDOUT 9

MEMORANDUM FOR DECISION: EXAMPLE AND DEVELOPMENT GUIDE

The purpose of the memorandum for decision is to obtain a decision from the commander on a proposed course of action. It deals primarily with facts, which support a specific recommendation. Use stationary appropriate for an informal or formal memorandum. **THE FOLLOWING TEXT FORMAT IS ONE COMMON TO MANY ARMY ORGANIZATIONS; HOWEVER, YOU MUST CHECK WITH YOUR ORGANIZATION TO IDENTIFY THE TEXT FORMAT WHICH SHOULD BE USED.** See AR 25-50.

OFFICE SYMBOL (MARKS #)

DATE

MEMORANDUM THRU

FOR (The decision maker)

SUBJECT: Word or Phrase Defining the Topic

1. For DECISION.

2. PURPOSE. To obtain...

3. RECOMMENDATION(S). That CDR, CAC sign memorandum at TAB____

APPROVED_____ DISAPPROVED_____ SEE ME_____

4. BACKGROUND AND DISCUSSION.

a.

b.

5. IMPACT.

6. COORDINATION. (Good staff work requires that you coordinate with all involved before you submit a decision paper.)

COMDT, USDB.	CONCUR	NONCONCUR_____	DATE_____
DCOMDT, CGSC	CONCUR	NONCONCUR_____	DATE_____
CDR, GARRISON:	CONCUR	NONCONCUR_____	DATE_____

7. Point of Contact for this action is (name, agency/activity, XXXXX)

Encls

1. Document for Approval/Signature

2. Data

3. Nonconcurrences

CF:

xxxxxxxxxxx

SIGNATURE BLOCK

RANK, BRANCH

Duty Title

NONCONCURRENCE ENCLOSURE

FORMAT FOR STATEMENT OF NONCONCURRENCE, CONSIDERATION OF NONCONCURRENCE,
OR CONCURRENCE WITH COMMENT

A statement on plain bond paper headed as above. Specifically address the points in the recommendation with which you disagree, offering whenever possible an alternative, constructive recommendation. The action officer receiving this nonoccurrence makes it part of the final document and adds to it a further comment below or on a following sheet.

OFFICE SYMBOL (MARKS #)

DATE

STATEMENT OF NONCONCURRENCE

SUBJECT:

- 1.
- 2.
- 3.
4. Point of contact for this action is (name, agency/activity, xxx)

SIGNATURE BLOCK
RANK, BRANCH
Duty Title

NOTE: Use this format for Statement of Nonconcurrence, Consideration of Nonconcurrence, or Concurrence with Comment. Use the appropriate title for the appropriate statement.

Try to resolve disagreement before formal staffing. If the disagreement remains, you have two options:

(1) Modify the statement or issue to satisfy the nonconcurrence. In that case, you can note the compromise in this paragraph, but be sure to coordinate beforehand with the nonconcurring officer.

(2) You can continue to disagree, spelling out in this paragraph your reasons for pursuing the issue unmodified. If you need more space, put your "consideration of nonconcurrence" on a separate page.

DEVELOPMENT OF A MEMORANDUM FOR DECISION
THE STEPS IN THE WRITING
PROCESS

HYPOTHETICAL STAFF ACTION

IDENTIFY SITUATION: The brigade commander is concerned over the number of deadlined vehicles in the battalion rising significantly over the past three months. He wants you to prepare a decision paper with recommendations for solving the problems you identify.

STEPS IN DEVELOPING THE MEMORANDUM

1. RESEARCH

a. Conduct the required research.

b. Determine the purpose of the memorandum. The purpose of the memorandum for the above situation is "to recommend solutions to reduce for the number of deadlined vehicles in the battalion." Remember that your requirement is to identify the problems and make recommendations for solution on the problems.

c. Determine your audience. In this situation your audience is the brigade commander.

2. PLAN

a. Produce a trial controlling idea. A trial controlling idea for this situation could be "Various maintenance problems have caused the number of deadlined vehicles to rise significantly over the past three months."

b. Place the information from the outline into the sample memorandum for decision format.

c. Develop a rough outline.

3. DEVELOP A DRAFT

Develop verbal supports, as appropriate. (These may be enclosures.)

a. Explain PMCS (definition).

b. Use a particular deadlined vehicle as an example.

c. Use a motor sergeant's quotation.

d. Use a bar graph to display the number of deadlined vehicles for each month during the past year.

e. Restate the problems with training motor sergeants.

4. REVISE THE DRAFT.

5. PROOF THE FINAL DRAFT.

SAMPLE MEMORANDUM FOR DECISION

OFFICE SYMBOL (MARKS#)

DATE

MEMORANDUM THRU Commander, XX Battalion, Fort Somewhere, US 0000

FOR Commander, XX MP Brigade, Fort Somewhere, US 00000

SUBJECT: Vehicle Maintenance Problems

1. FOR DECISION:

2. PURPOSE: To obtain the CDR, XX MP Brigade approval for the vehicle maintenance problem solutions at TAB.

3. RECOMMENDATION: That the CDR, XX MP Brigade sign the memorandum at TAB.

4. BACKGROUND AND DISCUSSION:

a. BACKGROUND. The number of deadlined vehicles in the battalion has risen significantly over the past three months. At enclosure is a bar graph displaying the number of deadlined vehicles for each month during the past year. The cause of the problem is inexperienced motor sergeants.

b. FACTS.

(1) Motor sergeants are unfamiliar with the correct supply procedures. The necessary parts are available through the Army inventory system but requests for parts are lost or misplaced in the company motor shops. For example, vehicle #345 has been deadlined for over two months. This vehicle needs a water pump. The motor sergeant submitted three separate requests for this part which were never forwarded from the motor shop.

(2) The motor sergeants are not supervising the required services. Drivers and supervisors are performing the Preventive Maintenance Checks and Services (PMCS) which are basic required services. Records reflect that the daily driver's maintenance is conducted on a timely basis but the motor shops are not providing their required services.

(3) The supervisors of the motor sergeants are unable to account for the on duty-time of the motor sergeants. The supervisors do not have a time schedule system which breaks out the training, maintenance, CTT training, driver's time, or mechanic's training. One motor sergeant stated that he works 60 hours a week in the motor pool primarily performing duties as a mechanic.

(4) The average length of time maintenance personnel are assigned to the motor pool is six months. All mechanics have less than one year of experience in the military. Each company has less than 50% of their authorized personnel.

5. IMPACT: The procedures outlined in TAB will correct the identified deficiencies.

6. COORDINATION.

CDR, GARRISON: CONCUR____NONCONCUR____ DATE_____

7. The Point of Contact for this action is CPT Smith, xxxxxx, #####.)

Encl
Maintenance proposal

SIGNATURE BLOCK
RANK, BRANCH
DUTY TITLE

CF:
CofS, XXXX

